

Sierra

EDUCATIONAL NEWS

RING THAT DOORBELL!



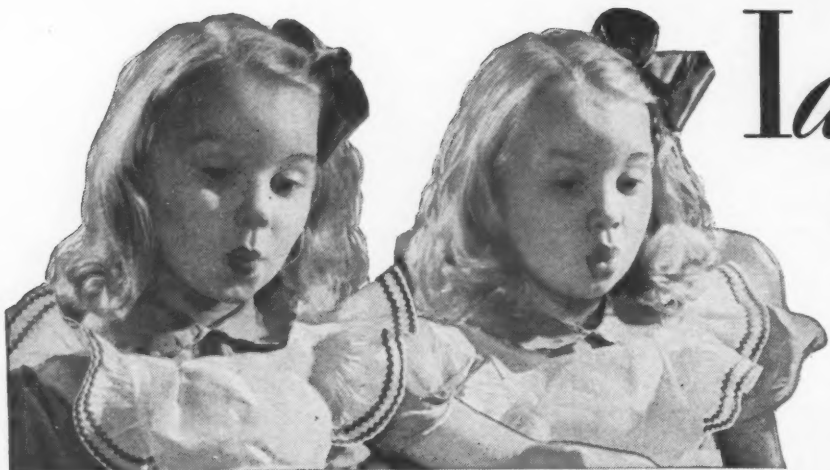
If California Elementary Schools are to function for the highest welfare of the children of this State, if educational standards are not to suffer ruinously, and if teachers are to improve the status and standards of their profession

EVERY TEACHER must spend **EVERY SPARE MINUTE** between now and Election Day, November 7, working energetically in behalf of Proposition 9, the Better Schools Act!

Remember: **RING THAT DOORBELL!**

There are 38,500 copies of this issue . . . **NOVEMBER 1944**

CALIFORNIA TEACHERS ASSOCIATION



Identical!

"Mother! I can't find my sweater."

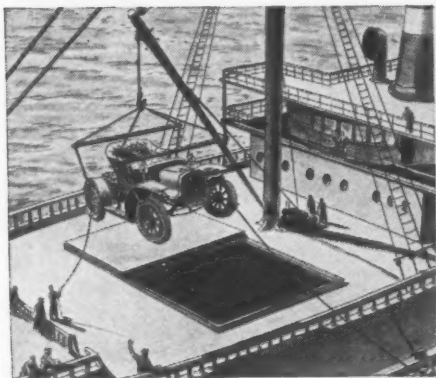
"Well, wear one of Jean's, then."

"Mother! I can't find my hat."

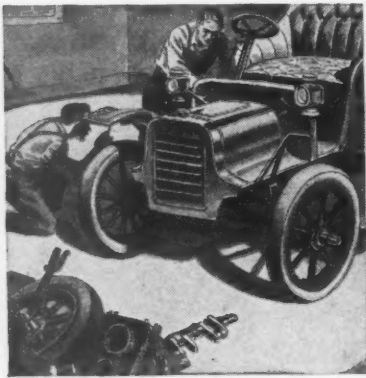
"Well, take one of Joan's, then."

That's how it goes when you have twins in the family.

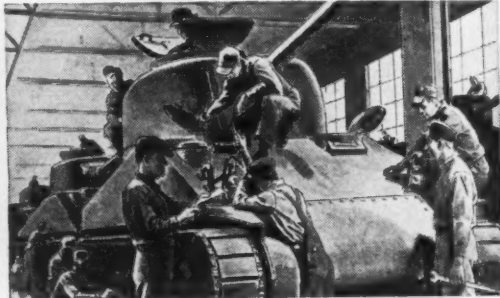
In industry, this idea is called "interchangeability of parts." And it's been a General Motors keynote since the earliest days.



A great contribution to this very idea was made by Cadillac in 1906 when they decided to try for the Dewar Trophy, a prize for the greatest mechanical advance made by any motorcar manufacturers. They shipped three cars to London.



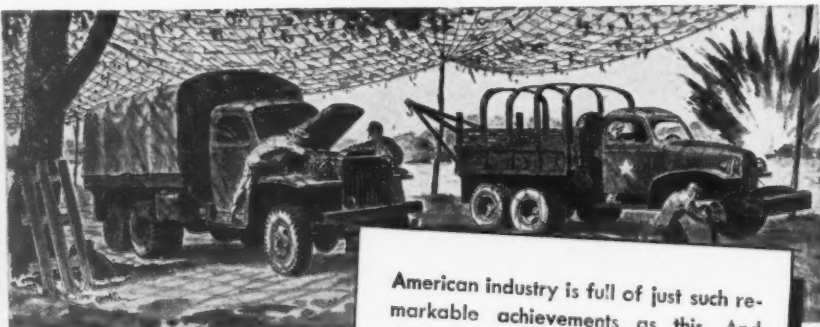
These three cars were then taken apart and the parts put in one big pile. Then American mechanics assembled three complete cars from these mixed parts, ran them, and won the trophy.



General Motors men realized that this principle of making parts exactly alike so they could be used interchangeably must be applied in manufacturing better things for more people. Using this principle, motorcars by the millions were mass produced. And when war came, these General Motors men had the know-how to make war machines by the same methods in vast numbers and in record time.



Today, under the destruction of war, interchangeability of parts is a lifesaver. Machines of war can be repaired from each other's parts or spare parts. This plane, for instance, will be ready to fly again in a few days.



And think of the fronts where ground crews must work frantically to make repairs under fire. Precious minutes are saved for our side because every part fits with jewel-like precision.

GENERAL MOTORS

"VICTORY IS OUR BUSINESS"

CHEVROLET • PONTIAC • OLDSMOBILE • BUICK • CADILLAC
BODY BY FISHER • FRIGIDAIRE • GMC TRUCK AND COACH

Every Sunday Afternoon—GENERAL MOTORS SYMPHONY OF THE AIR—NBC Network

American industry is full of just such remarkable achievements as this. And that's because, in our country, men have been rewarded for doing things in new and better ways.

This is the idea responsible for much of the good, full life of prewar days. It has certainly been of great aid to the war effort. And it will just as surely produce more and better things for more people in the years to come.

**KEEP AMERICA STRONG
BUY MORE WAR BONDS**

NOTE TO TEACHERS: This advertisement appears in the current issues of American Girl, Boy's Life, Open Road for Boys, Scholastic Magazines and Young America. Mr. C. F. Kettering, Directing Head of the General Motors Research Laboratories has also made an interesting speech on the above subject. Reprints of this advertisement, or Mr. Kettering's talk may be obtained free by writing General Motors Corporation, Department of Public Relations, Detroit 2, Michigan.

SIERRA EDUCATIONAL NEWS

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CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley, 4; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles, 13; phone TRinity 1558.

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Central Coast Section: President, Marcia Frisbee (Mrs. Robert C. DeVoe), Walter Colton School, Monterey; vice president, Charlotta Riedeman, Paso Robles Union Elementary; secretary-treasurer, Mrs. Ann Uzzell, Sunset School, Carmel.

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Southern Section: President, Mary Virginia Morris, Soto Street Elementary, Los Angeles; secretary, Mrs. Margaret Hill, Goleta Union; treasurer, Wayne F. Bowen, Grape Street Elementary, Los Angeles.

TRAVEL SECTION



PROTECTING THE GIANTS

IN THE SEQUOIA NATIONAL PARK, CALIFORNIA:—THE 600,000 FEET OF LUMBER IN THE MAMMOTH GENERAL SHERMAN, LARGEST TREE IN THE WORLD NOW ENCLOSED . . . 32 DISTINCT AREAS OF BIG TREE VILLAGES PROTECTED

AMONG California's natural wonders none will hold greater post-war interest than the Giant Forest of Sequoia National Park, points out the survey bureau of American Express in its series of American Wonderlands.

Created by an Act of Congress in 1890 and enlarged in 1926 to its present area of 604 square miles, the park was established to preserve the groves and forests of Big Trees and contains the largest and oldest trees in the world.

Located on the western slopes of the Sierra Nevada, near their close relatives the Coast Redwoods, the Big

Trees are survivors of a race of giant trees which were abundant around the world in the age of reptiles and mammals.

"The care and attention administered by the National Park Service is illustrated by General Sherman, the largest tree in the world," states Douglas Malcolm of the Company, who tells how its dimensions exceed a height of 272 feet with a base circumference of 101 feet, and how over 600,000 feet of lumber is preserved for the uplifting eyes of countless generations.

Discovered in 1879 and named in honor of General Sherman, it had for

nearly 4,000 years stood serene and unblemished. Soft footed Indians had tramped around the tree for centuries but with this discovery came the white man on horse's hoofs, then the buggy wheels to the grinding of automobile tires.

This circle churning of sightseers began destroying the outlying vegetation. Today, a rustic fence carefully chosen from sequoia boughs, protects the General Sherman and other monarchs of the forest against thoughtless visitors afoot or in vehicles.

In the forest are 32 distinct areas of Big Trees now under protection, and ready to amaze the eyes of post-war visitors. The principal and most celebrated villages are the Parker Group, Congress Grove, Amphitheater Group, Founders Group and Huckleberry Meadows Grove.

* * *

World Citizenship

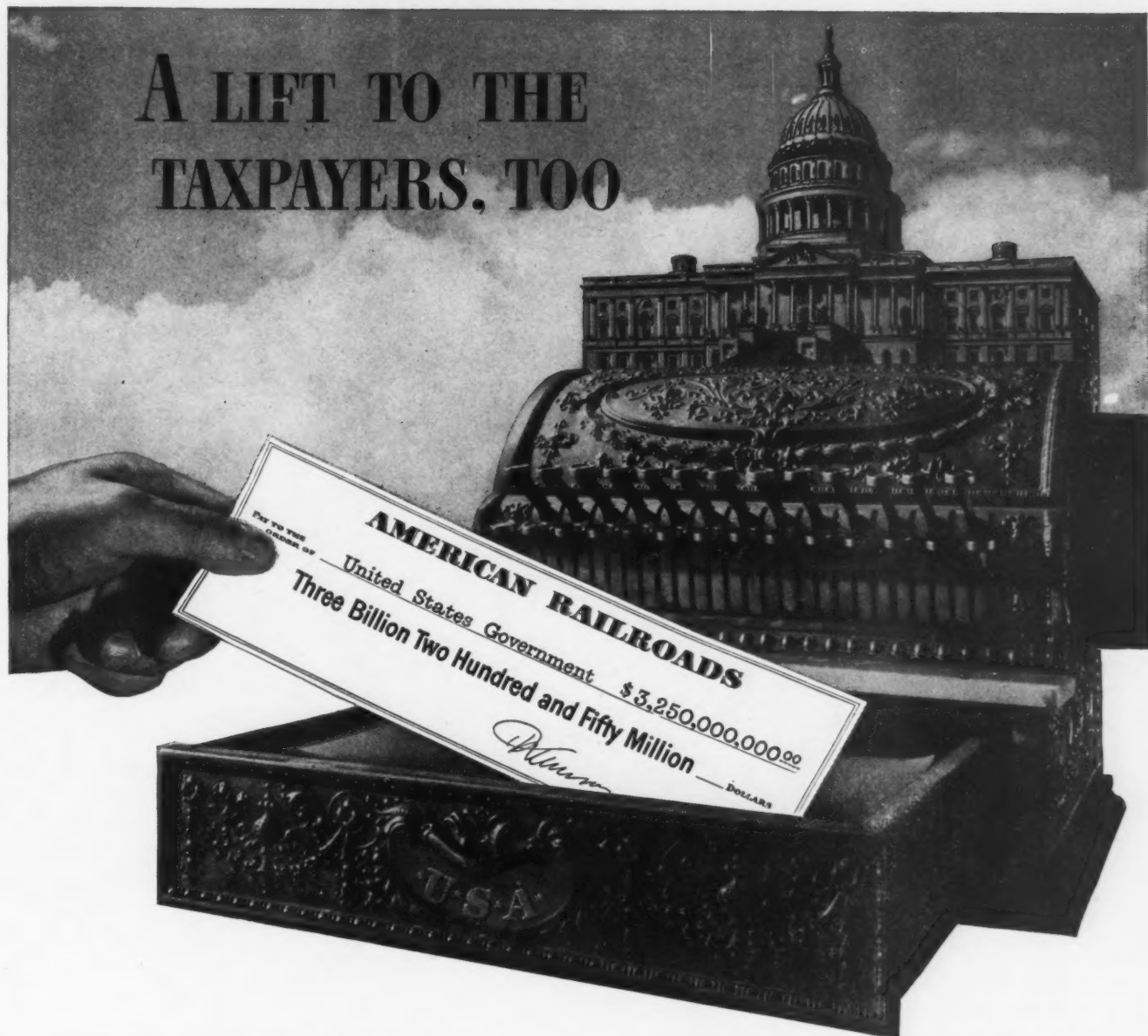
World Citizenship Movement issues a quarterly illustrated newsletter, now in its 4th volume. Central office is 160 East College Street, Oberlin, Ohio; secretary is Pearl M. Nelson; subscription, 50c per year. World Citizenship is the title of NEA Personal Growth Leaflet 159 and gives an account of this worthy and prophetic movement.

Every
California
School
Teacher
and
Friend of
Education
Should
Work Hard
For
Proposition 9
Get Out
The Vote

Rosenlauri, an Alpine Paradise above Meiringen, Switzerland. Photo by Brugger



A LIFT TO THE TAXPAYERS, TOO



IN THIS WAR the railroads have done twice as big a transportation job as in the first World War.

But they are doing another job which may not be so well known, as is shown by these contrasting facts:

In the last war, the operation of the railroads took money out of the United States Treasury.

In this one, the railroads are putting money into the Treasury.

In the last war, when the Government took over the railroads, even though freight rates and passenger fares were raised, Congress had to appropriate more than \$1,600,000,000 to meet deficits.

In this war, the railroads have been managed by their owners. A far bigger and better transportation job has been done. And, since Pearl Harbor, the railroads have turned into the

United States Treasury the tremendous sum of \$3,250,000,000 in taxes—and today are paying federal taxes at the rate of nearly \$4,250,000 every 24 hours.

And, on top of all this, the railroads in the same months since Pearl Harbor have paid for the support of state, county and city governments another \$750,000,000 and are today paying state and local taxes at the rate of \$800,000 per day.

That's five million dollars a day paid in taxes—ten times as much as the owners receive in dividends.



AMERICAN RAILROADS

ALL UNITED FOR VICTORY

CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, CENTRAL COAST SECTION

Marcia Frisbee (Mrs. Robert C. De Voe), Kindergarten Teacher, Monterey; President of CTA Classroom Teachers Department, Central Coast Section

DURING the past year, the Central Coast Section, Department of Classroom Teachers, in addition to routine business, has endeavored to

stress the following fundamental objectives:

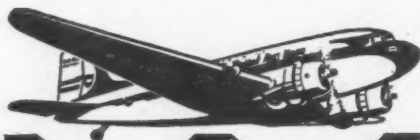
1. Encouragement of the individual teacher to stay with her profession and to encourage young people to enter teacher training.
2. Stimulate CTA and NEA membership.
3. Dissemination of current reports on legislation.
4. Support of good legislation, both State and national.
5. Working toward a better integrated program, both sectionally and throughout the State.
6. Encouraging professional ethics, attitudes, and outlooks.
7. Giving information or references when needed.
8. Encouraging professional reading.
9. Stimulating a desire for the safeguarding of health.
10. Doing our part, in addition to our regular work, toward the war effort, such as Home Defense and Red Cross.

In other words, we are trying to establish attitudes of sincerity in the work we are doing and to give our teachers all the help, encouragement

and "pats on the back" that they need and so rightfully deserve.

Mrs. Ann Uzzell, secretary-treasurer of our Classroom Teachers Department, was a very capable delegate to the NEA convention in Pittsburgh.

Charlotta Riedeman, Paso Robles Union Elementary School, San Luis Obispo County, is our new vice-president, by appointment, to fill out the term left vacant by Alice Borchard, who resigned her teaching position this year.



TO TEACHERS

United Air Lines Offers

Three popular 55 piece aviation teaching kits; graded for Primary, Intermediate and High School levels respectively. For each kit there is a charge of 25c each post-paid. A free directory leaflet of Free and Inexpensive Aviation Source Materials.

THE FOLLOWING FREE MATERIALS

in sets of 10 for the use of pupils:

1. 4-page reading leaflet "Mike and Nancy at the Airport." (4th grade)
2. 4-page illustrated folder to help locate, name and learn some use of nearly 50 parts of a Mainliner. (4th grade and up)
3. A colorful 6-page leaflet on "Your Future in the Age of Flight." (6th grade and up)

Write

SCHOOL AND COLLEGE SERVICE

**UNITED
AIR LINES**

PALMER HOUSE
CHICAGO 3, ILLINOIS



Welcome AMIGOS

Stay at Western America's largest hotel . . . enjoy an evening in the "Supper Club of the Stars" . . . a matinee in the famous Rendezvous.

But be sure to make your reservations ahead.

1500 ROOMS - ALL WITH BATH

The BILTMORE

★ Fifth and Grand Ave. ★
LOS ANGELES

WHAT MAKES MUSIC BEAUTIFUL?



An orchestra is simply a musical instrument for the composer. And like the pianist or harpist, he uses certain techniques to create the patterns of sound we call music.

In vivid, understandable form, the next period of the Standard School Broadcast defines and illustrates these fundamentals of musical structure. We think this series will be of exceptional help in teaching students to appreciate and understand the language of composers.

PROGRAM SCHEDULE

November 16.....	Rhythm
November 23.....	Melody
December 7.....	Counterpoint
December 14.....	Harmony

Listen to Standard School Broadcast over these NBC stations:

At 10-10:30 a.m., P.W.T.—California: KPO, KFI, KML, KFSD. Oregon: KMED, KGW. Washington: KOMO, KHQ. 11-11:30 a.m., M.W.T.—Utah: KDYL. Idaho: KIDO, KSEI, KTFI. 10-10:30 a.m., M.S.T.—Arizona: KTAR, KGLU, KVOA, KYUM.

FREE TEACHER'S MANUAL

Is available to any accredited teacher or adult listening-group leader who will use it in conjunction with group-listening to the broadcast. For Request Cards write to STANDARD SCHOOL BROADCAST, 225 Bush Street, San Francisco 20.

**STANDARD SCHOOL
BROADCAST**

New Tasks

E DUCATION for New Tasks is the theme for the 24th annual observance of American Education Week, November 5-11.

We spare no expense to get people ready to win the war. Why? Because we know that only a trained people can win. Public sentiment would not tolerate for a moment a proposal to send any American boy into battle without the best of training under the best instructors and with the best equipment that money can buy.

Shall we do less to prepare our young people to win the battles of the peace? This is the most important question before the nation. There are, to be sure, immediate and pressing issues with reference to partial reconversion of industry, to the relaxation of government controls, to evidences of intolerance, and many others.

American Education Week comes at an opportune time to stress the crucial role the schools can play in the nation's future.

* * *

National Broadcasting Company has issued an attractive volume entitled *The Fourth Chime*.

The fourth chime in broadcasting is used exclusively by the news-room to precede an event of major historical importance. Three chimes are regularly used by NBC, the fourth is used for special events only. It was first used in 1937 when the dirigible Hindenburg exploded at Lakehurst. Throughout the last few years however it has been heard frequently.

The Fourth Chime gives a history of recent world events and describes the people who have taken part, 1931-44, in various momentous happenings. The pictures, maps, and charts are of special value in schools which teach present-day history.

* * *

Lt. Donald T. Graffam, USNR, formerly head of social science department and director of guidance at Citrus Union High School and Junior College, Azusa, Los Angeles County, and at present Selection Officer at United States Naval Training Center, Sampson, N. Y., recently discussed the implications of Navy training techniques for public school education before a convention of western New York school principals and teachers at Scipio Center, N. Y.

Outlining education's contribution to the Navy program, Lt. Graffam pointed out

that the Navy is indebted to the nation's teachers for the recruit's pre-service training, for many of the methods used in Navy service schools, and for the personnel drawn from the teaching profession for Navy service.

* * *

Yosemite Nature Notes

A T T E N T I O N is called to Yosemite Nature Notes, a publication by Yosemite Naturalist Department and

Yosemite Natural History Association, published monthly.

Teachers find it of value, since it disseminates information regarding the natural and human history and scientific features of the Yosemite region.

Annual subscription price is \$1. The 12 issues per year include one special number on some specific feature of the area. Communications should be addressed to Yosemite Natural History Association, Yosemite, California.



Shaping up NOW

for the time when "Highways are Happy Ways" again!

Tomorrow's "dream bus" is much more than a dream. It is shaping up today, in full scale models that will soon be translated into gleaming fluted metal, curved plastic glass, new type chairs built for long-trip relaxation—many comfort features we can't even talk about now.

Super-coaches like this are com-

ing, sure as Victory—and Greyhound will make all possible speed in their construction, to replace buses overworked by the pressure of wartime travel... and to give eleven million returning men and women of the armed forces a more delightful way to see and enjoy "This Amazing America" they fought for.

To speed full Victory—buy more War Bonds!

GREYHOUND



CALIFORNIA IS SLIPPING

CALIFORNIA DROPS TO 15TH PLACE
IN STATE SUPPORT OF SCHOOLS

CAMPAIGN FOR BETTER SCHOOLS ACT SPURRED AS NATIONAL
SURVEY SHOWS "WE ARE SLIPPING DOWN HILL!"

WITH business, labor and women's groups joining in a State-wide campaign for Proposition 9 on the November ballot, designed to cope with the State's school crisis, a National Education Association report shows California, in 6 years, has dropped from 4th to 15th place in State support of public schools.

Dr. Alfred Simpson of Harvard University, now in California, was quoted in National Education Association research bulletin as follows:

"In 1939-40, 43.3% of the total elementary and secondary school fund for California came from State sources. This put California in 15th rank among the States. In 1933-34, however, 59.1% of the total elementary and secondary school funds came from State sources, and California's rank was then 4th among the States.

"We are slipping down hill relatively in terms of the national trend."

Roy W. Cloud, State executive secretary of California Teachers Association, in commenting on the national survey, declared that for the fiscal year ending June 30, 1944, State support of the schools had dropped still farther — to 43.1% of the total, with local school districts carrying nearly 57% of the load.

"There can be no discounting the crisis which confronts our elementary school system particularly," said Mr. Cloud. "If we are to avoid a breakdown in Education in California, passage of Proposition 9, which will increase State support of the schools. and relieve local taxpayers, is imperative."

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*

VOLUME 40 183

NOVEMBER 1944

NUMBER 9

LET'S MAKE NOVEMBER 7 V-DAY FOR THE SCHOOLS!

Clem Whitaker, Campaign Manager for Proposition 9

THIS is your final call to action from State Campaign Headquarters before Election Day on November 7—a final briefing before D-Day!

The school people of California, and the friends of the schools, have turned in a magnificent performance thus far in the campaign.

There are no better shock troops in California than teachers and school administrators, and PTA'ers and the other fine, loyal friends of the schools, when they swing into action in behalf of public education.

Working together, we have done what some people thought couldn't be done. More than 500,000 voters signed the initiative petitions for Proposition 9—the greatest voter sign-up in the history of direct legislation in California.

More outstanding organizations have endorsed Proposition 9 than any other act on the November ballot. Local chairmen, press committees and speakers' com-

mittees have functioned beautifully.

Hundreds of newspapers, scattered throughout the State, are giving us all-out support—and advertising media are being used to hammer home our message of **SAVE OUR SCHOOLS.**

But the job is only half done. The hardest work still lies ahead.

There are still MILLIONS OF VOTERS TO BE REACHED, with personal appeals and campaign pamphlets—with postal cards and telephone calls!

We can turn D-Day into V-Day, if we go all-out from now until the polls close on Election Day—and **WE CAN'T AFFORD ANYTHING LESS THAN VICTORY, A SMASHING VICTORY WHICH WILL BE THE BEST ANSWER TO THE FOES OF EDUCATION, AND THE FINEST GUARANTEE THAT**

ACT NOW!

Let's have some brilliant footwork for Proposition 9. House to house canvassing is absolutely necessary to tell our story to the voters. Not one voter in your district should be overlooked.

OUR SCHOOLS WILL HAVE ADEQUATE SUPPORT IN THE FUTURE.

The cause of Public Education in California would be damaged for years to come if we failed to win this vital beachhead on November 7. The children of California would suffer. The teaching profession would suffer.

And California would go into the post-war period, when it badly needs the finest training available, with a crippled school system.

THAT IS A RISK TOO GREAT TO TAKE!

THE FIGHT FOR PROPOSITION 9 MUST BE WON!

RING THAT DOOR-BELL! COVER YOUR PRECINCT! GET EVERY PIECE OF CAMPAIGN LITERATURE IN YOUR POSSESSION INTO THE HANDS OF VOTERS! CALL ON YOUR FRIENDS AND NEIGHBORS!

USE THAT TELEPHONE!

SAVE YOUR GAS COUPONS FOR ELECTION DAY. AND WHEN D-DAY COMES, LET'S CLINCH IT! LET'S GET OUR VOTE TO THE POLLS!

LET'S MAKE D-DAY INTO V-DAY! YOU'VE DONE IT

BEFORE! LET'S DO IT AGAIN!

AND thanks for everything. For all of us in State Headquarters, this has been a grand campaign with grand people. And if we all keep on the job, right up 'till the hour the polls close, there'll be no doubt of the outcome. But we still have to win that beachhead!

* * *

For Number 9

Partial List of Endorsements of
Proposition 9, the Better
Schools Act

(NOTE:—The following is just a partial list of groups which have endorsed the Better Schools Act. MORE OUTSTANDING ORGANIZATIONS HAVE ENDORSED PROPOSITION 9 THAN ANY OTHER MEASURE ON THE NOVEMBER BALLOT—a clear-cut indication that responsible civic groups are alert to the seriousness of the crisis which confronts our California elementary school system. Scores of local organizations also have given their official approval to Proposition 9—and before election day, this number should be increased to several hundred. Already we have endorsements from representative organizations whose combined membership runs into the millions, but it is vital that word of such action reaches the individual members in every community. We have a splendid backlog of support. Let's CAPITALIZE on it! Let's get the message to the voters!)

California Congress of Parents and Teachers
American Legion (Approved in State Convention).

Democratic Party of California (Approved in Party Platform).

Republican Central Clubs of California.

State Department of Education.

State Federation of Labor.

Congress of Industrial Workers.

Railroad Brotherhoods.

California School Trustees Association.

California Business and Professional Women's Clubs.

California State Aerie, Fraternal Order of Eagles.

Disabled American Veterans (Department of California).

91st Division (Veterans).

California State Federation of Women's Clubs.

California League of Women Voters.

Grand Parlor, Native Sons of the Golden West.

California Association of County Treasurers.

California State Association of Colored Women.

Service Star League of America.

Association of California Secondary School Principals.

San Francisco Civic League of Improvement Clubs.

California Industries Welfare Institute.

Delta Kappa Gamma.

United Veterans of the Republic.

San Diego Chamber of Commerce.

Greek-American Institute of California.

Russian-American Institute.

American-Hellenic Educational Progressive Association (Order of Ahepa).

Daughters of Penelope.

State Council of Education, California Teachers Association.

Association of California Public School Superintendents.

More than 250 California newspapers, thus far, have published editorial endorsements of Proposition 9, with every week bringing additions to this list of press support.

NOVEMBER 7: OUR VOTE

CTA BALLOT RECOMMENDATIONS

Roy W. Cloud

RECOMMENDATIONS of California Teachers Association on November ballot propositions, as adopted by the Board of Directors after study of the various proposals, are as follows:

Proposition 1, Veterans Bond Issue, permits the State to extend farm and home loans to service men of World War 2, similar to the program successfully carried out for men of the last war. Vote "YES".

Proposition 3 permits the Legislature to fix the salaries of State constitutional officers. Vote "YES".

Proposition 7 permits members of the Legislature to collect per diem expenses during legislative sessions. Vote "YES".

Proposition 9, the Better Schools Act. Vote "YES".

Proposition 10 permits the various Boards of Supervisors to increase the salaries of elective county officers for the duration of the war. At present the State Constitution prohibits increases in these salaries, which are extremely low in light of present living conditions. Vote "YES".

Proposition 12, the anti-labor "right to work" act. Vote "NO".

We believe these are sound recommendations.

The Veterans Farm and Home Purchase Act, Proposition 1, during the

years after World War 1, enabled thousands of veterans of that war to get a quicker and firmer foothold in civilian life—and the farm and home loan program has been financially sound from its inception.

Under this program the State simply extends its credit to help the veteran in buying a home or farm property; the money is repaid with interest and both the State and the veteran benefit.

Aid Our Public Servants

Likewise, Proposition 3, empowering the Legislature to fix the salaries of the Secretary of State, Superintendent of Public Instruction, Controller, Treasurer and Lieutenant Governor, which would permit salary adjustments where none have been made since 1908, is both just and sound. Many of the deputies in these State offices at the present time are paid more than their chiefs.

The proposal that California legislators be paid their living expenses while attending legislative sessions—Proposition 7—certainly is justified in light of the fact that a legislator's salary is only \$100 per month. Living costs at Sacramento during legislative sessions are high and it is not reasonable to expect our lawmakers to pay their own expenses out of their very modest compensation. If we expect

fair treatment for teachers, we must be ready to accord it to others in public service.

This principle also holds true with respect to those who work in private enterprise. The CTA is on record as opposed to Proposition 12, the so-called "right to work" amendment, because it is actually an extreme anti-labor bill, designed to destroy unions and depress wages—and is contrary to sound public policy. This measure is so extreme that it might well be the opening wedge to undermine every type of employee organization, including teachers' organizations.

California teachers also should know that in our campaign for our own amendment, Proposition 9, we have had loyal, all-out support from both veterans and labor groups. Many State officials and legislators likewise are supporting us in this campaign.

Let's remember our friends on election day!

* * *

World War Veterans

Deserve a Stake in California's Future

Ed W. Bolt, State Commander, American Legion, Department of California, and State Chairman Veterans Home and Farm Committee

CALIFORNIA Veterans of the First World War are truly grateful to California Teachers Association for joining with other great organizations and groups of our State, in unanimously endorsing Proposition 1 on the November ballot.

This measure provides a \$30,000,000 bond issue to enable California veterans of World War 2 to acquire their own homes and farms, through State loans at reasonable terms, low rates and convenient costs.

Patterned after earlier bond issues, under which 20,000 veterans of World War 1 were aided in buying their homes and getting their roots down in their own communities, Proposition 1 will inaugurate similar aid to California veterans of World War 2.

Under the splendid, proven administration of the Veterans Welfare Board, and without costing the taxpayers a single penny, the plan will help our heroic men and women in Uncle Sam's services to re-establish themselves as self-reliant citizens.

Our war veterans and their families will

KEEP THE BELL RINGING



appreciate your continued support of Proposition 1. And—having unanimously endorsed Proposition 9, the Better Schools Act, in State Convention—American Legionnaires are certain to give it enthusiastic support at the polls November 7. That is a splendid, progressive, patriotic partnership!

* * *

Defeat No. 12

Proposition 12 Must Be Defeated

C. J. Haggerty, Secretary-Treasurer, California State Federation of Labor

ALL of Organized Labor, as well as the majority of responsible leaders of business and agriculture, welcome the action of California Teachers

Association recommending the defeat of Proposition 12.

This measure, deceptively labeled the "right to work" amendment, seeks to turn back the clock of industrial relations to the 1890's, when men begged at factory doors for jobs, and union members were compelled to hide their membership for fear of discharge.

The standard of living of every worker in California unquestionably would be adversely affected should Proposition 12 become law. And if the workers' standards go down, what will happen to teachers' standards?

Organized Labor is urging its members to vote "Yes" on Proposition 9 and "No" on Proposition 12. We are glad that we can make common cause with the teachers on these measures.

MRS. DORSEY SAID...

HOW THE CALIFORNIA TEACHERS ASSOCIATION HAS BENEFITED TEACHERS AND THE SCHOOLS*

Mrs. Susan M. Dorsey, Then Superintendent of Schools, Los Angeles

WHEN solicited to become members of the California Teachers Association, teachers ask, and with perfect right, what professional or legislative benefits that organization has conferred on the teachers of the State which commend it as a helpful arm of the profession. It will be the aim of this brief article to point out a few of the many ways in which the Association has contributed to the betterment of teachers and consequently of schools.

The organization in its present corporate form, with regional State sections and with a council made up of representatives from the several sections, has existed since 1910. This review of the Association's work will consequently not antedate that time.

The following legislative measures which have either been originated or actively and effectively supported by the California Teachers Association have become laws, to the great advantage of teachers and schools:

1. The law which requires Boards of Education to notify teachers before June 10 in case their services are not to be used during the next school year. Prior to the passage of this law many teachers each year, especially in country districts, were dismissed without explanation as late as the last of August, too late to place themselves for the next year. Outside the large cities no teacher felt any sense of security until her contract was actually signed—which might be the day her school opened. While this measure is in no sense a tenure law and does not fully protect teachers, it has greatly mitigated the tortures of uncertainty and made it possible for teachers to devote their summer months to self-improvement instead of to the mind-disturbing and sometimes humiliating business of "hunting a new job."

2. The initiation and perfection of the law which provides for a special tax for the

support of the kindergartens, the money from which cannot be used for any other purpose. In no State of the country are kindergartens so generously provided for. Those familiar with the work of the particular legislative year when this law was enacted know how efficiently some kindergarteners worked to secure the passage of the measure. What all teachers should know is that the Teachers Association was back of the measure at all times.

3. The initiation and enactment of a law providing for a special (15c) building tax for elementary schools in addition to the regular school revenues.

4. The initiation and enactment of a law providing for the payment of teachers' salaries in twelve monthly installments. Certain interpretations of this law and the unwillingness of many teachers to have the measure operative have recently made this excellent law a dead letter in Los Angeles.

5. The enactment of a law under which elementary school libraries in city school districts may have financial support. No teacher who enjoys the privileges of our elementary school library should fail to appreciate the value of a State organization whose officers are constantly alert to initiate and put through legislation of such great value as this. In our own city fifteen thousand dollars are yearly expended on books, maps and the like and this falls far short of the pressing needs.

6. Effective support of the measure providing for general county aid of all high schools.

7. A series of years spent in the education of teachers and laymen in the interest of a retirement salary law. At every meeting of the branches of the association and in the columns of Sierra Educational News, there was ceaseless agitation for this much desired measure.

Others may rehearse the history of the long and arduous efforts to secure a revision of the certification law which were at last successful; to secure a lay Board of Education with appointive power of experts such as we now have; the never-ceasing efforts in the interests of vocational legislation, the success of which surpasses our expectations; the constant agitation in favor of more adequate support by State and county for elementary schools. This last measure was all but accomplished at the last Legislature. It unfortunately failed, partly because of the distressing financial outlook incident to war and partly because of an unfortunate disagreement between school people themselves as to the amount

of support to be asked for. It will doubtless pass at this Legislature.

The Association has served the teachers quite as effectively in preventing legislation as in securing the passage of desirable laws. Never is there a session of the Legislature when dangerous and even wildcat measures are not promulgated. Who is delegated to spy out the enemy? Though never definitely assigned this particular responsibility, the Association officers have willingly assumed the task.

So effective a preventive of the subtle and dangerous educational measures has this constant inspection of proposed legislation become that the bills presented have decreased to less than one-half the number which prevailed up to six years ago. Still there can be "no slumber, no sleep," as witness the effort of the last Legislature in the fatal county tax limitation measure.

Verily, "Eternal vigilance is the price of liberty."

Matters of this nature cannot be known to the great mass of teachers: hence the importance of having an Association whose officials are empowered to go before the Legislature to represent teachers.

Successive Legislatures have come more and more to recognize the possible interest of teachers in any legislation which affects their status and that of the schools and the officers of the Association are listened to with increasing courtesy.

To do this work successfully, however, calls for the sympathetic and willing support of every teacher. Widely different opinions may exist as to the personality of the officers, the particular type of official organ that should be published, the exact amount of dues and the character of the speakers who shall be secured for general meetings.

Between Now and Election Day—
AN OUNCE OF EFFORT BY
Y O U
IS WORTH A POUND OF
EXHORTATION
BY YOUR CAMPAIGN
HEADQUARTERS

* Reprinted from the March, 1919, issue of this magazine, because of its current importance.

OUR CHILDREN

THE "GREAT AMERICAN KIDS"

Elwood V. Hess, Dean of Boys, Technical High School, Oakland

MUCH has been written of late about the modern American youth. The Dead End Kids are again popular in the movies, newsreels point out the delinquencies of the "modern" boys and girls, editorials are written daily telling of the rapid and dangerous rise of juvenile delinquency, thousands have quit school to get their share of the big money and teen age zoot suiters are on the rampage, so they say.

Not a very encouraging picture for one who has made teaching a profession. Many of the educators have given lectures and written articles pointing out the shortcomings of our present free educational system. "The youth no longer has any respect for law or order"; "courtesy will soon be one of the lost words of the English language."

Where are we headed? Many service clubs, law enforcement agencies, community organizations, public-minded citizens, youth experts, are aware of the problem, alarmed, thinking and talking about it. And in many communities actually doing something. That's fine. It's a vital problem. Too much cannot be done.

In such chaotic times as these a little encouragement, a small ray of hope surely wouldn't be amiss. Let's look at both sides of the youth problem. Let's consider the average high school boy and girl. How have they and how are they reacting to the many forces that have played an important part in their environment during the last few years?

The Coolidge Era

It wasn't too many years ago that we had the "two-car era" of the Coolidge regime. Mothers and fathers were in the business of making fortunes via the stock market in many cases, and the adolescent boys and girls shifted for themselves. Wasn't it then that we had national prohibi-

tion which few people conformed to? Adults didn't obey that law, and neither did the boys and girls.

Finally came the crash, and the stock market fell as did the false adult standards of the time. Depression and unemployment! Thousands and thousands of boys and girls attended school daily without sufficient food. No breakfast to start the day with, and little or nothing to end it with. Some went to school without soles on their shoes and often arrived soaking wet on a rainy day, yet to school they went and without complaint.

Special classes were added to the school curriculum to instruct them in finding jobs, and the chances were 50 to 1 they wouldn't find one. In one boy's "home" (?) there wasn't one single piece of furniture in the house, and a wooden ironing board was nailed to the window sill where during the daytime the mother could see to do a little "outside washing" to get a little extra change with which to feed the boy. But he went on to school — no complaints. Perhaps he had an innate confidence in America. Who knows?

Debunking Popular

During this period "debunking" became a national pastime. Patriotism? Phooey. American flag on the school auditorium stage? Not too often! Washington? Lincoln? Heroes? Don't be foolish.

An election campaign was going on. The picture of the President of the United States was thrown on the screen — now the adults booed — Oh yes, the President Our Leader — but why show "that guy" any respect? We were for the other guy — Then when his picture was shown — another chorus of boos — great fun — So the Kids joined in — Just another phase of debunking — All except one. Some adult in the show — about 50 years old — lustily booed both candidates — great fun, but the young high school boy leaned over and said — "Why don't you wise up?" No respect for adults — these modern kids.

Loyalty? to what? It was a happy-go-lucky, take-what-came group of adolescents

Bewildered by the series of events that faced them, but still with some confidence in their leaders to pull them out of the hole. But no solution was forthcoming. They again followed the examples of the adult. They found consolation, security, and relief through the media of the jazz age; only in many cases the adolescent was a little more proficient in the skill of jazz than the adult. We called the kids jazz hounds. Huh!

THEN overnight, Pearl Harbor — War — Patriotism, Loyalty — We were wrong — not peace at any price. Lincoln, Washington, heroes — of course. School on Dec. 8 would be a mad house — There would be a general exodus of the young boys leaving school to enlist in the service of their country. They'd all be too excited to get down to school as usual.

But that didn't happen. School on Monday went on as usual. There was no undue excitement, and no exodus of any kind for enlisting. It was impossible for the young boy and girl to cast completely into the background all the things they had been taught to believe in for the past 10 or 15 years.

Was it any different with the general public? How often did this appear in print? "The American public doesn't know a war is on." But the youth of the country didn't take long to size up the situation, and like the Marines "get it well in hand." They knew only too well the part they would have to play. It would be a young man's war, but they were ready for it.

Prepare for Service

A few quit school to enlist — not many; but hundreds began to prepare themselves to better serve their country. Math became an increasingly popular subject. They now saw a need for this subject and were anxious to take it. Pre-induction courses were added to the curriculum and quickly filled with candidates. The number of candidates for the VI, V5, A12 and V12 program testifies to the earnestness and wide-awakeness of the high school boy toward his part in the war.

Hundreds enlisted as soon as they received their high school diplomas and thousands have been inducted following their 18th birthday and graduation. The desire of most boys and their parents to get "that all-important diploma" before going into service should be an inspiration to every man and woman in the teaching profession. A good job was done in selling this idea to the public.

Since the war another drastic change was taking place. Before Pearl Harbor a job was hard to find and for high school students it was almost an impossibility. Mention has been previously made to the courses given to seniors on how to find a job and

adjust themselves to a new world. All this suddenly changed. Millions of adults entered into war work leaving many jobs open, and still not meeting the needs of war production.

Wages went up and up, and employers began to appeal to the high school boy and girl. The bidding for their labor pushed wages for high school boys to the highest peak in the history of the world. Advertisements appeared in local newspapers "\$45 a week." "Earn while you learn." "We'll teach you a trade and pay you well." Hundreds of jobs at \$50 a week were being offered, the only requirement being that the applicant be 16 years of age or over.

Many child experts during the depression often remarked that if they had jobs where they could place delinquent boys the biggest part of the delinquent problem would be solved. But \$45 a week to start was just too much. There could be no defense to this.

Schools would have to shut down. Kids were not too anxious to attend school anyhow. Perhaps a big sign in the front of the school "Closed for the duration" should be painted and made ready to be put in place.

But again modern youth came through. A few quit school to go to work, but most of them stayed on the job at school. Too much credit cannot be given to the mothers and fathers of America. Hadn't they just gone through the depression? Here was a chance for them all to work. High wages. In no time they could recoup their losses or salt some money away for another depression. Yet they insisted that their children remain in school until they graduated — money or no money.

Again someone did a fine job selling the virtues of the high school diploma. It should be the greatest of all inspirations to those in the teaching profession to know they have such steadfast backing as that which comes from mothers and fathers of high school students. It's a very bright spot in a dark, chaotic world.

The demand necessary for the labor of high school boys and girls increased, and it seemed imperative that some adjustment in the regular school program be made. The 4-4 plan was suggested and adopted by many schools. The students were allowed to attend school 4 hours a day and work 4 hours and receive full school credit.

A New Experiment

Thousands of boys and girls responded, and a new experiment was on its way. There were some misgivings as to whether or not the boys and girls would be able to meet satisfactory requirements of their employment and not sacrifice the quality of their school work. Sufficient data are not available at the present time to evaluate

this program in the light of school accomplishment, but the data available seem to show that students have done a satisfactory job in most respects.

Some employers have complained about their student help. The "kid is lazy," "not dependable," "he's a clock watcher," etc. "They're not worth a dime an hour, let alone 80c." That's true. After all, they are high school kids — 15, 16 and 17. You cannot expect adult work-efficiency from 16-year-old boys and girls. Many adults are too far removed from their own youth to remember their own inadequacies. They like to think of themselves as having been hard working, serious-minded, and dependable all their lives.

The Rabbit Business

Yet there was a boy of 15 once, who went into the rabbit business; if it had not been for the constant daily prodding of his mother and father, the rabbits would have died of neglect and starvation. But how often does he love to compare his youth favorably with the modern jazz-hound high school kid.

HIGH wages are not fooling the boys and girls though. It might be spoiling them, but they know it won't last. Some people have wondered how they'll react if the price of labor drops and they get 25c an hour. What will they do then? Just the same as the adult. They'll crab and gripe, but they'll work and if there are no jobs available, they'll continue on in school and take more courses in "how to find a job." You see, they're the Great American Kids.

Not many weeks ago a 16-year-old boy was making \$100 a week. He was told he wasn't worth it and replied, "Don't I know it? If they are foolish enough to pay it, why shouldn't I take it? The boss says he's on 'cost plus,' and besides I know a lot of men getting a lot more than they're worth, too!" No respect for adults, these kids.

A few weeks later the USES "caught up" with him, and he was ordered into war work at 67c an hour, one-third of what he previously had been paid. He took the job and a recent telephone call to the employer revealed he was doing exceptionally well. Funny thing — these kids — maybe he should have gone on strike, but he didn't. Guess he must have forgotten to follow the example of some of the adults, or maybe he was just a little patriotic.

The war efforts of high schools throughout the nation exceed all expectations. Salvage drives for paper, tin foil, scrap iron, tin, etc., have gone over big. Many are members of the civilian defense; some entertain at camps and hospitals; others are in the Red Cross; 4H work is outstanding; and bond and stamp sales don't lag.

Not so long ago in one community it

looked as though the War Loan would not reach its quota. Finally as a last resource the high school boys and girls were asked to help. They went from door to door and raised thousands of dollars. The quota was reached. The "Kids" finished the job.

It is nevertheless true that delinquency is increasing at a rapid and alarming rate, but the problem can be solved if the people are of a mind to solve it. "There is nothing the American people cannot have and get if they want it bad enough." There is no need for delinquency among the youth of today. These young people will meet any demands made of them.

How can they be expected to conform to standards of decency when the adults do not set these standards? How can their morals, ideals, and behavior be any better than those of their adults?

Dr. William Healy of the Judge Baker Guidance Center, Boston, stated recently that a frequent cause of delinquency is the competitive desire on the part of the youth to demonstrate "he-man qualities." That is only half of it. It has been difficult enough for adults to find and adhere to acceptable standards of conduct. What can be then expected of a 16-year-old?

A "delinquent" boy not long ago in an interview, said, "I need routine. Get me regular routine." Think this over for a moment. Here was a lad aimlessly spending minute after minute of the day — nothing to do — no pattern set for him — How could he plan and arrange his day? It would be just as foolish to put a 4-year-old in a bomber and expect him to fly it. Just as ridiculous and just as fantastic!

Where Did They Come From?

Where did the Colin Kellys; the Sullivan boys, those from Guadalcanal, Tarawa, Tunisia, Sicily, and Italy come from? How old are the heroes in our Thunderbolts and Flying Fortresses? These are part of the jitterbugs; these are modern youth. They have gone through the strictest, most difficult discipline and military training ever subjected to any youth.

Yes, 17-year-old boys today are making good in a big way in the Army, Navy, Marines, Flying Corps, and Coast Guards. Here's an excerpt from a letter from Guinea:

"Plenty rugged over here — but we're doing our stuff. Tell the Kids at good old — High to keep up the good work — Sure glad to get the old School paper — We'll come through if it costs our lives Don't worry."

Sentimental? Kid Stuff? It was an 18-year-old Kid who wrote it and from the news in the papers it begins to look like "He's coming through." From the news-reels it looked like a mighty tough job to entrust to a "modern youth —"

Another youth writes from maneuvers

somewhere in the U.S.A. — "Boy, — Oh Boy! Is this racket tough! Just like the real thing — got us up at 2 A.M. for a 20 mile full pack hike — say, did you ever crawl on your belly with real live shells whizzing over your head? — Feel like a million — I like the army — By the way, I'm in the best outfit in the army." They all say that, and they are making good in unbelievable numbers and under circumstances no child expert would ever dare suggest.

STATISTICS will probably show a low rate of delinquency in the Armed Forces; at least a much lower rate than exists in civilian life. What then has military training provided that civilian life has failed to do? Routine discipline, a purpose in life — a goal to reach. There is nothing that the modern youth of today cannot and will not do if the adult will set the standard and consistently see that it is met.

The causes of delinquency are in most cases easily discovered; the cure is usually fairly obvious, but little is done about it. Many splendid suggestions have been offered for the correction of delinquency; but it will take money, time, and concentrated effort of wisely chosen adults to obtain results. Americans can have anything they want if they want it "bad enough," but we do not yet want it "bad enough."

The leading cause of delinquency today, without any question, is the breakdown of the home; nothing yet devised can take its place. Yet divorces are doled out by the thousands, children or no children. Many 18-year-old boys with their heart and soul set on serving in the Armed Forces are marked 4F, plus additional hieroglyphics known only to those who write them, and sent home — no explanation, no encouragement, no follow-up. They are valueless. Can you wonder that they become delinquents?

Yes, the problem of delinquencies can be solved and eventually will be. But probably the job will be done by the modern youth of today for their children of tomorrow, for after all they are the "Great American Kids." Don't you forget it. And America will be greater than ever because of these "Great American Kids."

* * *

Save Our Schools!

We are up to our necks in the campaign for the Better Schools Act. Whether we sink or swim depends on the personal effort of each individual teacher. Let's campaign for Proposition 9 in every spare minute between now and Election Day!

Temperance Instruction

BERTHA Rachael Palmer, Director, Department of Scientific Temperance Instruction, National WCTU, announces:

During recent months, 18 short courses in alcohol education were given in 11 states, across the country, — from California to Florida, New York, North Dakota; 16 of them in college summer-terms carried academic credit for work done. Several hundred teachers were enrolled.

Several publications now available for teachers use are:

1. Florida Bulletin 22-K — for teachers of grades 1 to 8 — 136 pages, 25c; address Consultant for Narcotics Education, State Department of Education, Tallahassee, Florida.

2. A new Florida bulletin for teachers in junior and senior high schools, — The Social Phase of the Narcotic Problem and Two Other Course Plans — 35c; address as under 1.

3. Guide-Posts to the Study of Narcotics — junior and senior high — 15c, 2 for 25c — questions and projects based on Syllabus in Alcohol Education. Address Signal Press, Evanston, Ill.

4. The Alcohol Question — Brown — Standard Publishing Co. — 115 pages — paper 75c, board \$1.25 — an excellent coverage of the four phases, — scientific, social, economic and historic. Equally good for teachers in church and public schools; address as under 3.

To each person requesting it, she will send a mimeo (2 sheets) The Philosophy Underlying the Program to Meet the Alcohol Problem. Address her at 1730 Chicago Avenue, Evanston, Illinois.

* * *

Junior Town Meetings

ANATIONAL organization to foster discussion of current affairs, called Junior Town Meeting League, has national headquarters at 400 South Front Street, Columbus 15, Ohio. President is Allen Y. King, director of social studies in the Cleveland Public Schools; secretary-treasurer is Byron B. Williams, at the national office.

* Make Youth Discussion Conscious, a 24-page bulletin issued by the League, is a handbook for school forums and class discussion, with suggestions for adapting radio forum techniques to discussions by youth.

An illustrated 8-page folder describes the League, tells what it does and who may join.

Mr. Williams states that the League is an international organization to foster discussion of current affairs among youth. In addition to the handbook, it provides for its members a weekly publication, Civic Training, which outlines the topic of the week, and makes available the services of a guest moderator for high school demonstration assemblies.

Pi Lambda Theta

National Education Association for Women
Awards for Research on Professional
Problems of Women

PI LAMBDA THETA announces two awards of \$400 each, to be granted on or before August 15, 1945, for significant research studies in education.

An unpublished study on any aspect of the professional problems of women may be submitted. No study granted an award shall become the property of Pi Lambda Theta, nor shall Pi Lambda Theta in any way restrict the subsequent publication of a study for which an award is granted, except that Pi Lambda Theta shall have the privilege of inserting an introductory statement in the printed form of any study for which an award is made.

A study may be submitted by any individual, whether or not engaged at present in educational work, or by any chapter or group of members of Pi Lambda Theta.

Committee

Three copies of the final report of the completed research study shall be submitted to the Committee on Studies and Awards by July 1, 1945. Information concerning the awards and the form in which the final report shall be prepared will be furnished upon request. All inquiries should be addressed to the chairman of the Committee on Studies and Awards.

May Seagoe, University of California at Los Angeles, Los Angeles, Chairman.

Margaret E. Bennett, Pasadena City Schools, Pasadena.

Marguerite Hall, University of Michigan, Ann Arbor.

Helene Hartley, Syracuse University, Syracuse.

Katherine L. McLaughlin, University of California at Los Angeles, Los Angeles.

Helen M. Walker, Teachers College, Columbia University, New York City.

Elizabeth Woods, Los Angeles City Schools, Los Angeles.

* * *

Counseling

SAN FRANCISCO Unified School District, Department of Counseling and Guidance, has issued its 3rd annual report, a praiseworthy manual of 160 pages. The 11 well-written chapters contain a wealth of materials in this highly important field.

Particularly interesting is the group of 13 examples or case studies of projects now conducted in some of the secondary schools. The Head Counselors Association and all of the officials and teachers working in this department deserve praise upon this excellent report. No copies are available for general distribution.

O GROPING MULTITUDE, MARCH!

FOR VERSE CHOIRS IN HIGH SCHOOLS

Carolyn Shurtleff Rough, Montebello

O GROPING multitude,
I see you among the common folk;
The preachers,
The teachers,
The man who owns the grocery store,
Or filling station,
Or general merchandise.
I see you among honest American labor;
In the building trades,
In transportation,
In the white collar class.
I see a great company
Among those who till the soil.

You have toiled
To keep your children
Clothed and fed,
To have them educated.
You have toiled
To give a better chance
Than e'en their fathers had.
Of what use this
If war destroys or maims them?

True it is
Necessities of life
Concern you most.
I say,
Necessities of life?
What greater need has life
Than Peace?
Surely two wars in one generation
Has taught you that.

O Multitude Groping for Peace!
You are the salt of whom
Our Lord hath spoken,
You are the leaven!

Make your wishes known.
Your voice must sound,
Must sound
Across the High Sierras,
Ascend the lofty Rockies,
Span the Plains
Of the sluggish Mississippi,
Sweep the Atlantic coast,
In this demand:

No more
Shall tyrants of whatever land
Or sphere of influence,
Plunge this world into War!

O MARCHING Army of Peace,
America gives you a voice,
Speak, America, speak!

O Marching Army of Peace,
America gives you a vote,
Vote, America, vote!

O Marching Army of Peace,
America gives you a choice,
March, America, March!

REMEMBER — Success of Proposition 9, The Better Schools Act, DEPENDS ON YOU!

* * *

Educators Guide To Free Films, 4th annual edition, September 1944, is a big book of over 200 mimeographed pages, issued by Educators Progress Service, Randolph, Wisconsin; compiled and edited by Horkheimer & Diffor. This very useful annotated guidebook first appeared in 1941 and quickly obtained national use.

The current edition gives complete, up-

to-date, organized and systematized information on free educational films, without the bother of loose-leaf filing or supplements. Each annual edition is a complete new revision. It is a professional service that continuously renews itself — books are well-bound, flexible, easy to use, convenient to carry in a brief-case. This service is now in use by more than 100,000 educators throughout the nation.

* * *

ZERO HOUR

for Proposition 9, the Better Schools Act, is approaching! After November 7 it will be too late for campaigning.

A Guide for College Students, how to succeed in college, is a praiseworthy 5-page leaflet issued by Sacramento College, of Sacramento city unified school district; Dr. Nicholas Ricciardi is president.

* * *

REMINDER TO TEACHERS —

Have you checked the meeting dates of every organization in your district and made sure that each of them hears a speaker in behalf of Proposition 9, and is amply supplied with folders for the information of its membership?

THE FOUR HORSEMEN

Lt. Floyd J. Highfill, Education Officer, Williams Field, Chandler, Arizona*

WHETHER we realize it or not everyone has his own four horsemen. I have mine and you have yours. They may not be the same horsemen, but they protect us or guide us through some difficult battles, or cause us to meet certain defeat. It would be quite worthwhile for each of us to get better acquainted with our own four horsemen.

Who or what are these horsemen? They are our four leading fundamental principles of living. They really make up our philosophy of life. They are not only different in the lives of different people but they vary from time to time in one's own life. What these four horsemen or fundamentals of our philosophy of life are, depend upon our response and our reaction to the influences of our homes, our churches, our schools, our friends, and our experiences.

Merely as a suggestion that each person get in mind definitely and clearly what he would include as his own four horsemen I shall list here the four cornerstones of my own philosophy of life at the present time.

Number 1 — Unselfishness

I believe that every living person can get more out of life and put more into life through unselfish living than in any other way. It is just a law of happiness that is as unailing as the laws of warmth and sunshine. Certainly there are times when one must sit around a table to discuss problems with people who have never made a decision of any kind except around the big "I" as the hub of the wheel. That is discouraging, but it doesn't change the law of happiness and success any in the least. In the long run the unselfish programs are the ones that bring greatest success and enjoyment.

Number 2 — Patience

When we look back upon many years of successes and failures we realize that many of our mistakes, and failures, and fights,

and antagonistic attitude and loss of friends, and loss of jobs, and loss of investments, and our lack of advancement were all due very largely to our own impatience. We were not willing to wait. We had not learned that it is best to let nature take her course and not to force issues when to do so would do more harm than good. We were not patient toward people who did not do things just like we did, or who differed with us and our ideas. We were too cocksure we were right but later learned through experience that we were wrong. Yes, it just looks as though patience is a law of success and happiness just as unailing as the law of gravity.

Number 3 — Welcome Experiences

The old rut is the line of least resistance. No one ever succeeds by getting in a rut and staying there. We must have a variety of experiences. We must learn that our usefulness in life depends largely upon our welcoming hard and disagreeable and unpleasant experiences right along with the more pleasant experiences. Those are the things that give depth and width and volume to life.

Bitter experiences should not warp our lives but straighten out our thinking. How many "dill pickles" and "sour pickles" we meet in life who are that way merely because of two or three bitter experiences or disappointments they met early in life. They evidently let their experiences warp their lives. Others go through the same experiences and come through them as better, more broad minded, and more agreeable individuals. It just seems to be one of God's laws that "we must learn to profit by all experiences pleasant and unpleasant, agreeable and disagreeable."

Number 4 — Stabilizing Faith

Some kind of a faith to serve as an anchor, as a stabilizer, as a poise builder, as something that is unchangeable and immovable, as the very center of gravity in one's life, is absolutely essential to true, joyous, and useful living. That is the one horseman upon which all others depend. Without him there will be no unselfishness, no patience, and no acceptance of experiences in such a way as to make life richer and fuller and more adjustable. Without faith we will never see life as a part of one big master program.

Without an unshakable faith in an unchangeable God who operates our lives

through invariable laws we will never realize that hard work, difficult problems, and bitter experiences are natural parts of the one big program. In order to be successful and in order to enjoy living we must learn to welcome the entire program and make the best of it, as a means of enriching our own lives so that we may be more useful in helping others. The most useful and the most successful people that we have ever known are the ones who possessed a stabilizing faith.

THESE four horsemen do not guarantee wealth, or popularity, or a life of ease, but they do represent some principles of living that are worth fighting for. They do put substance and food and nourishment into the abundant life and into joyous and useful living.

* * *

November 5-11

*The White House
Washington*

*To the patrons, students and teachers
of American schools:*

UPON the occasion of this, the 24th annual observance of American Education Week, I again call upon school patrons and citizens generally to visit their schools. Become better acquainted with those faithful servants of the nation's children and youth — the teachers.

Uphold their hands, acknowledge your appreciation, encourage them in their task of cultivating free men fit for a free world. For these teachers are the conservators of today's civilization and the architects of tomorrow's world of promised peace and progress. They serve within the very citadels of democracy, devotedly whether in war or in peace.

When victory on the fields of battle shall have been achieved, the work yet to be done through our schools will be enormous. I therefore call upon the teachers of America to continue without flagging their efforts to contribute through the schools to that final consummation which alone will make possible of fulfillment all plans of education for new tasks.

Franklin D. Roosevelt

* Principal, Belmont Evening High School, Los Angeles.

THROUGH THE YEARS

REMINISCENCES OF EARLY SCHOOLDAYS

Marian S. Johnston, Riverside

IN 1891, I graduated from one of the best schools of a State which prided herself upon the excellence of her schools. It was not as common then as it is now for a girl to complete a high school course. Most girls looked forward to marrying young and keeping house. Few occupations were open to girls.

Our class was considered a large one. We had 13 girls and 2 boys. Most of the boys of our community began to work early and did not go to school after they could handle a job. Girls did not work as a rule, but stayed at home after school days were over.

In our class were 3 sets of sisters and all 6 of us became teachers. I think we were prompted to take up that occupation because we admired the teachers under whom we had studied. They came as a rule from Cedar Falls and were fine young women.

At that time dresses swept the floor. Shoes were high and buttoned. Ankles were kept concealed. Shirt waists were popular and were stiff with starch and beautifully laundered. Hair was done high. Teachers were apt to be aloof from the rest of the community. They must have been lonely at times as they were not expected to enter into the social life of the town. If a teacher were to dance, she lost her job. As a rule they formed a select group of their own.

In the spring, teachers would take their groups to the woods after school to gather flowers. Those were delightful occasions for the pupils. The companionship of a teacher made such an outing a valuable event.

There was much regimentation in schools of that day. We stood in line to march into the building. We marched out to the tapping of a bell to which we kept step. Often a march was played for leaving the building.

Teachers stood at doors and watched that order might be kept.

We had no athletics. The boys played ball but no adult paid any attention to them. There was a pump that supplied water for drinking. If a youngster was hit by the ball he was held under the pump and water soon brought him around all right. I do not remember any one being seriously hurt.

Teachers stayed in their rooms and the principal kept to his office. There were no telephones so parents did not disturb. In fact I believe they left the schools entirely to those in charge. We had days when we gave programs and parents were then invited to come. I do not remember any night programs as there was no means of lighting. For commencement or a really important entertainment, the opera hall was hired.

Commencements were wonderful affairs. Each graduate wrote and learned and delivered an oration. These orations were listened to by patient teachers and parents. The opera house was overflowing. The members of the families concerned were issued tickets. Our class was so large that one evening was not long enough for all of those weighty ora-

Junior Red Cross

ANNUAL drive of Junior Red Cross is November 1-15; national membership goal is 20,000,000. At present, 18,500,000 students are members.

Western schools and students now lead the nation in membership, with 1,967,534 students enrolled and 8,893 member schools, or 90% of all school age children as against approximately 60% on the national level.

Directors of Junior Red Cross state that within the last 5 years the enrollment of secondary schools in the organization shows a 250% increase. Information on enrollment is available through chapters in every community.

tions and it was necessary to take two evenings.

There were no automobiles. Most people walked. There were a few buggies and surreys for those who lived too far away to walk.

This was no small school poorly equipped. It was considered one of the best in the State. The building was of brick trimmed with white sandstone and was three stories high. It had spacious grounds. A huge bell in the tower rang out to announce the sessions.

There was a janitor who was a self-appointed keeper of the peace. I remember his keeping order.

I recall the principal as a man who taught some classes and sat in his office to see children who might need punishment. And there was punishment for wrong-doing. Tradition said it was severe and that the principal inflicted it. I had no experience along that line.

I liked the principal because I liked his classes. He taught civil government in a manner that made his subject live. He had us commit the entire Constitution of the United States to memory, but also he kept us interested in what was going on in the country.

There were no movies, of course, but his classes were full of drama as he connected his subject with U. S. history and the current events of the day. The opening up of Oklahoma and the Land Rush thrilled me then, as no movie related to that period has been able to do.

I have wished I could bring to my classes the Constitution as a living, heart-throbbing document as "Professor" Ross brought it to us. He was a newspaper man and owned a paper published in a neighboring town.

Our teacher in literature brought to us a love for the best in her subject. One thing she gave us was the habit of reading for at least 15 minutes each day, of something worth while. She taught so many subjects to so many people, I wonder how she managed to leave with us the love for good reading, but she managed it.

Because our teachers were mostly

from Cedar Falls Teachers College, it was there I went for training when I finished high school. I had early decided to be a teacher and had passed my teacher's examination before I was old enough to teach, but although I had a certificate, I could not find a school.

I felt as if I would be willing to teach for no pay if only I could get experience, for that seemed to be the main requirement. Iowa had at that time a school-house every two miles. It was dotted evenly with these schools but there seemed to be none where they cared to take an inexperienced girl, no matter how high her grades might be.

Of course I must teach in the country first, I knew that. I had never lived in the country and, as I afterwards learned, I needed to know so many things that the books did not teach. No wonder school trustees thought me unfitted to take care of a roomful of children. I saw it later, but much later.

Luckily, I went where I could get the training I needed. At that time I did not know that I did not know. The years have tried to teach me much since then.

AS one makes the ascent of Cajon Pass in the San Bernardino Mountains, he pauses at the look-out and gazes down upon the highway up which he has come. He sees the gentle curves of the gradual slopes and the sharper turns he has traveled.

As he realizes the route, he has a feeling that much of value has been missed as he concentrated upon the driving of his car. Looking back, his perspective is changed as he views the workmanship that has developed this masterpiece of engineering. In somewhat the same mood one reviews the years of development of our educational system, before going on with renewed interest in the tasks close at hand.

In the nineties, there were many one-teacher schools scattered over Iowa. I began my teaching in one of them. In recalling the past, there is

Victory Posters

LATHAM Foundation for the Promotion of Humane Education announces its new Victory Poster Contest. Twenty-five valuable art school scholarships in leading American and Canadian art schools are awarded as prizes. High school and art school students, as well as servicemen, are eligible for these scholarships.

There are also 217 prizes in the form of war stamps and bonds. This contest is open to students of all grades. Posters are judged according to age groups. Certificates of merit are awarded in each group. The contest closes March 1, 1945.

Outstanding posters are made up into traveling exhibits. There are at present over 50 exhibits being displayed in schools, libraries and art museums throughout the United States and Canada.

Details on these exhibits and illustrated contest rules can be obtained by writing to John deLemos, Art Director of Latham Foundation, Box 1322, Stanford University.

little of value, if it does not do one or more of these things: give a new perspective, evaluate the work of earlier craftsmen, or furnish a bit of entertainment.

To get a position in a graded school at that time it was necessary for a teacher to teach in a district for a time. These schools were two miles apart throughout the State. In Iowa, being a prairie State, that arrangement was possible. These schools were small and isolated. At the State Normal School at Cedar Falls, we discussed the advisability of having centralized schools in townships, but the matter was dismissed. It was declared impossible because of the difficulties of transportation. How nicely that sharp curve was made straight with the coming of the automobile! Skilled architects transformed the severe school-house of the pioneer.

Certification of teachers has been improved. Then, it was necessary to pass an examination, given by the county superintendent. There was no alternative. Degrees did not count if you could not pass that exam. If your scholarship, as indicated by that examination, warranted, you might receive

a second grade certificate, otherwise it was a third, good until the next summer's institute, when you could take another examination. You could not get a first grade until you had shown yourself to be a successful teacher.

Salaries varied according to the certificate. With a second grade, I taught that first winter for \$30 a month. In spring and fall, I got \$25. I paid \$2 a week for board. This was good board, too; plenty of good cooking and the best bed in the house. Only the best homes aspired to boarding the teacher.

The teacher was janitor as well as instructor. The keeping of a soft-coal fire in the huge round-bellied stove was a greater task than teaching cube root.

We did teach cube root. It was given in Robinson's Complete Arithmetic and no one thought of omitting anything found therein. The one-teacher school had all grades. Big sister and brother were there and little brother and sister learned much by listening in at odd minutes.

At noon the family lunch-buckets were opened and big sister doled out the lunches. Most families were large. The exceptional one child from a home was a lonely one. In summer the children walked to school, sometimes a mile or more, but in winter they were usually brought after the corn was out and a team could be spared.

Plenty of Fun

There was plenty of fun, too, when we took the entire school to a neighboring school on Friday afternoons for a contest in spelling and cyphering. We used the bob-sleighs and usually sang as we sat in the bottom of the bob, almost smothered in blankets but able to sing and laugh. Sometimes when the snow was deep enough the driver would manage to have a tip-over and then the fun would be increased.

We went in the afternoons, as kerosene lamps were a bother to bring to the school-house. Often the older

folks would have a Lyceum, when everyone took part. We had no contest in athletics. Calisthenics were taught, but otherwise home chores furnished the development of muscles and they did a good job of it, without the help of the schools.

Music was present in the schools and was taught in the State Normal. There was seldom an instrument. A reed organ might be the present of a patron, or the children might give an entertainment and buy one, but this was very rare. We used harmonicas (mouth organs) or accordions when they were available.

All children sang, most of them lustily, and there was only the mourning dove in the sloughs and the meadow lark in the fields to rival their efforts. They sang as naturally as they talked.

Flowers bloomed all over the uncultivated prairies. Wild roses, sweet Williams, lady slippers, golden rod and wild asters adorned the "teacher's" desk. Wild prairie gum furnished a confection with no rival. If you broke a prairie gum weed on the way to school, it would be just right for chewing when you passed by on the way home. Paper was not plentiful. I think that perhaps accounts for the absence of paper wads.

Pail and Dipper

Most schools had a well, but many did not. The list of children who were to be given the privilege of going for water was a long one — everyone wanted the task and they went in twos. The water was brought in a tin pail and a dipper was passed from child to child to give each one a chance to have a drink. The child who passed the water was another favored one.

The thermos bottle had never been dreamed of then. Too, we were not conscious of germs. Blissful ignorance. Our children were for the most part sturdy and apparently immune to disease. Immune is another word we did not have in our vocabulary.

We used slates and slate rags. Some children were nice about it and

moistened their slates with rags dipped in the community wash-basin. Most children spit on their slates and rubbed them dry with a rag or a sleeve. There is much to be said in favor of the slate even at that. For practice in long division, it was easy to correct the trial divisor. It was noisy but I believe it was better than the constant use of pencil erasers. Of course, I would advocate a sanitary method to supplement the dirty rag. Even then there was a bottle with sponge sold to discriminating children.

Plenty of Blackboards

We had plenty of blackboards and used them continually. You remember we diagramed our sentences in grammar. We did long problems in partial payments. Penmanship was taught and the blackboard was useful in drills in Spencerian writing. But we did not realize the importance of drawing in child expression. The only pictures on the board were those put there by the teacher by way of ornament.

There was no uniformity of textbooks in the earlier nineties. Children did not have the abundance of readers, but one was used throughout the year. It was well worn and often chewed. We thought the chewing untidy but nothing serious. The curriculum differed greatly from today.

I want to tell you about how we dressed. There was a platform at the front of every schoolroom. The desk and chair were there. The teacher was supposed to be on that elevation. She was on a pedestal, both physically and spiritually. She held herself aloof somewhat like an old-fashioned minister. No wonder she was terribly lonely most of the time. She dressed in long skirts that swept the floor. These skirts were finished at the bottom with a brush braid that enabled them to collect all the dust possible. Starched shirt-waists were worn, with polished collars and cuffs and belts. Long sleeves, of course. A watch-chain reached from the neck which it encircled to the belt in a graceful loop and had an ornamental

slide to hold it in place. The watch was slipped into the belt. It had a hunting case. No one ever saw your stockings, but they were long and of cotton or wool. Shoes were high and buttoned. Button-hooks and curling-irons were used. The curling-iron was heated over the lamp-chimney and made pretty frizzes. "Beau catchers" were made with sweetened water and trimmed the forehead in little spit curls. Artificial rose-leaves were the forerunners of rouge. A rose leaf moistened and rubbed on the cheek made it charming. Corn starch or powdered magnesia in a piece of cloth made an acceptable powder for the face. Faces were white. Sun tan had not come into favor.

DURING the years so many fads have come and gone, that we have learned "not to be the first by which the new is tried, or yet the last to lay the old aside."

Youth today has much the same enthusiasm and ambition. Girls beginning to teach have the same high purposes that characterized teachers five decades ago. They will accomplish much. Fifty years from now! Who will predict it?

* * *

Christmas in Mexico

A "Good Neighbor" Operetta

Review by Mary A. Ball

CHRISTMAS in Mexico, with words and music by Otis M. Carrington, is a tuneful operetta especially good for young voices. It makes refreshing use of Mexico's own picturesque way of celebrating Christmas and has singable charming songs and choruses.

Mr. Carrington, an excellent musician, is a school music supervisor and is experienced in preparing suitable music adapted for children's voices.

His *Windmills of Holland*, *Polished Pebbles*, and *A Bit of Blarney*, are well known and have been successfully used in many schools of the nation. Music teachers will find *Christmas in Mexico* an excellent and timely operetta. Published by Myers & Carrington, Redwood City, California.

SCIENCE TALENT SEARCH

FOURTH NATION-WIDE SCIENCE TALENT SEARCH SCHEDULED

FORTY high school seniors, with a natural aptitude for science, will have an opportunity to earn at least a part of their college educations again this year when Science Clubs of America sponsors its 4th annual nation-wide Science Talent Search, Watson Davis, director of the clubs, announced in Washington.

Open alike to boys and girls, the Search will enlist the aid of more than 40,000 high school teachers and principals, who will supply students with necessary information for entering the competition as well as administering the tests.

As a result of these tests \$11,000 in Westinghouse Science Scholarships will be granted to at least 10, and possibly 40 young scientists. All 40 of the finalists will be invited to attend a 5-day Science Talent Institute, with all expenses paid, at Washington next March, where they will enter the final competition for the scholarships.

Scholarships may be applied toward a course in science or engineering at any college or university approved by a scholarship committee named by Science Service, which administers the Search through the Science Clubs.

The Science Talent Search is conducted with the financial aid of the Westinghouse Electric & Manufacturing Company, which provides the scholarship awards as a contribution to the advancement of science in America.

Westinghouse Awards

Finalists who will be asked to attend the Science Talent Institute in Washington will be chosen on the basis of their showing in a series of qualifying requirements, including a statement written by the student on his own interests and ambitions; a written statement from his teacher on the student's aptitudes, ability, and extra-curricular activities; a transcript of his scholastic records; and a thousand-word essay on the subject, "My Scientific Project."

The final hurdle is a stiff, three-hour Science Aptitude Examination, designed to disclose the student's ability to understand and to reason, rather than to test his actual knowledge of science. This examination will be administered in the schools between Dec. 1 and 27.

The 40 students from the entire country who pass the examination, and qualify on the basis of personal and scholarship records and essays, will be named delegates to the Science Talent Institute.

Final examinations, to be given during the sessions of the Institute, and personal interviews by a board of judges, will determine the award of two four-year Westing-

house Grand Science Scholarships of \$2,400 each and eight four-year Westinghouse Science Scholarships of \$400 each. One boy and one girl will be selected to receive the Grand Scholarships.

Additional scholarships totaling \$3,000 may be awarded at the discretion of the judges. If any scholarship recipient should enter the armed forces or other government war service, Mr. Davis said, his scholarship, as in the past, will be held for his use later.

In the third Talent Search, completed last March, more than 15,000 high school seniors competed, 3,400 completed the requirements and 260 were awarded honorable mention. Of the 40 finalists, 12 were girls and 28 were boys.

* * *

Gel-Sten Moves

GEL-STEN Supply Company which, for several years, has been located at 1111 West Pico Boulevard, has moved to 944 South Hill Street, Los Angeles 15; telephone, TU 3911.

How to Preserve Victory Garden Vegetables, a beautifully-printed booklet of 48 pages, is issued by Standard Oil Company of California, and is distributed free to the public. Explaining various vegetable preserving methods, it follows the company's excellent 1944 Victory Garden Guide.

* * *

Social Studies

NOVEMBER 23-25 are the dates for the 24th annual meeting of National Council for the Social Studies, in Cleveland, Ohio.

A widely-diversified program, with outstanding speakers, offers every teacher a topic closely allied with his or her interest. The meeting will be focused upon the problems and issues facing social studies teachers as we return to an era of peace. The times cry for action and a meeting for the clarification of issues is urgently needed.

No other area carries as much responsibility for aiding in the formation of a lasting peace as does the social studies. Further details regarding this meeting may be obtained from Merrill F. Hartshorn, executive secretary, National Council for the Social Studies, 1201 16th Street, NW, Washington 6 DC.

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WAR SERVICE

HOLLYWOOD HIGH SCHOOL GOES ALL-OUT FOR WAR!

Harold Garnet Black, LL.D., Teacher, Hollywood High School

THE contribution that Hollywood High School is making to the general war effort is probably unparalleled elsewhere in America. Last December, for example, when the youngsters discovered that many of the 10,000 servicemen who come to spend their week-ends in Los Angeles were unable to find sleeping accommodations and to get Sunday morning breakfasts, they at once got busy.

The Hollywood Chamber of Commerce secured the necessary permission from the Los Angeles Board of Education to use the two large gymnasiums for sleeping quarters and the school cafeteria for serving Sunday breakfasts. They secured hundreds of mattresses and other bedding material and slept 432 servicemen free on the floors of the building the first night. They also provided hot and cold showers.

To pay for towels, laundry, and other incidental items, the students themselves gave \$600 out of their own pockets and later put on the play called "Brother Rat," which netted them \$1,100 more.

When the city of Hollywood discovered what the high school students were doing on their own initiative, it came to their aid, for there has always been a particularly close bond between school and community. The Citizen-News, Hollywood's leading daily, made a plea to the public, asking for \$2,000 to help defray increasing expenses. David O. Selznick, motion-picture producer, offered to cover the entire amount, but was allowed to write a check for only two-thirds that amount, because funds had already begun to pour in from individual contributors.

There is a good deal of expense connected with this patriotic undertaking, \$500 of the total monthly cost being provided by Lockheed Aircraft's Buck-of-the-Month Club, and the rest by Hollywood American Legion and other interested local groups.

The Hollywood American Legion Post 43 has contributed enormously to the success of this school project. Among the things for which it has held itself responsible is the providing of several hosts every Saturday night since last December 18 to take care of the servicemen as they come to secure sleeping accommodations.

Every week since the beginning of the school year the school has slept an average of about 775 and served Sunday breakfast in the school cafeteria to an average of about 890 servicemen at the nominal price of 25 cents. The meal consists of an orange, hot cereal, fried egg, fried potatoes, buttered toast, jam, and coffee.

All the work is done by enthusiastic volunteers from both student body and faculty. Servicemen are glad to have a comfortable night's rest and to be served breakfast by comely Hollywood girls, and look forward to repeating the pleasant experience on some future occasion. An information bureau, local maps, writing tables, and free picture-postcards of the school, ready for mailing, are provided for those who wish to make use of these services. Letters of appreciation keep streaming into the principal's office, praising the successful manner in which this wholly volunteer undertaking is conducted and the efficiency of those in charge.

That such efficiency is the result of careful planning and the scheduling of dozens of groups of both students and teachers many weeks in advance goes without saying. On Fridays after school, for example, 1,000 mattresses are spread out on the floors of the two gymnasiums by willing students, each serviceman being given necessary bedding material by some representative of the American Legion when he checks in at night. For some weeks no charge was made for the night's sleeping accommodation, though later each man who cared to do so was asked to contribute 25 cents towards the very considerable expense involved.

Sunday morning about 100 workers turn up early to serve breakfast. The total task is made comparatively easy for the faculty organizers, however, for student enthusiasm is maintained at a high pitch, there being always more volunteers each week than are needed. During the summer vacation work continued in the same efficient fashion. Up to October first 34,803 beds had been provided and 34,413 breakfasts served since the beginning of the project last December.

Hollywood High School has gone all-out for the war ever since Pearl Harbor. In the early days of the war, the students gathered enormous quantities of old newsprint when it was bringing high prices and with the salvage money thus obtained bought War Bonds for the school. In the national drive for old newspapers and magazines last spring, students and faculty brought in over 150 tons, the largest amount of all the 400

Los Angeles city schools, though there are several other high schools whose student population is numerically larger. Hollywood now holds \$5,400 worth of War Bonds bought with money derived from the various salvage campaigns. Additional War Bonds have been bought with other funds.

During a two months' drive early in the present year the youngsters themselves bought, or persuaded others to buy, enough War bonds and War Stamps to purchase three dozen jeeps: 12 amphibious, 12 grass-hopper, and 12 regular! Later they made an attempt, in similar fashion, to raise \$175,000 with which to buy a medium heavy B25 Mitchell bomber in the name of the school—and by June 7 had exceeded their goal by over \$10,000! They also gathered a library of nearly 1,200 volumes of the best reading material for an unnamed repair ship, lacking such facilities, that was operating "somewhere in Pacific waters."

There are, of course, hundreds of Hollywood High School boys in the various battle areas across the world, in addition to sixteen faculty men who have joined the armed forces. Names of Hollywood men keep appearing on the casualty lists. One of the best known of them is Ted Lawson, whose Thirty Seconds Over Tokio gives a firsthand, detailed account of the 1942 raid on Japan by bombers under the command of Major-General Doolittle, likewise the product of the Los Angeles public schools.

A Fine Generation

Teachers and students of Hollywood High School ought to be proud of the record they are making in support of the greatest war in human history. Their leadership and accomplishments should be a challenge as well as an inspiration to other schools across America. On seeing the two-page pictorial story of the Hollywood High School war effort which appeared in the April 10 issue of Life, Cameron Beck, for many years personnel director of the New York Stock Exchange, wrote to Principal Foley:

"My heart warmed as I read the story of Hollywood High and its service to the armed forces in this week's copy of Life. And they say youth is going to the 'dogs.' What a satisfaction it must be to you and your associates to see this fine generation coming through the crowd. I am telling them everywhere to lift their eyes and see some of the worthwhile things these young folks are doing."

THE trouble with many of us is that we are myopic, short-sighted, unable to get the right perspective. Anyone who says that American youth is lazy, indifferent, and selfish will discover that such a charge against adolescents is untrue when they have a great Cause to which they can give themselves unreservedly. Hollywood High School is ample proof of that!

A SCHOOL CARNIVAL

Vernette Trosper, Teacher, and Chairman of 1944 Carnival, Bell Gardens Junior High School, Los Angeles County

SOME student-bodies are faced with the problem of raising money every year and bat around wildly at the last minute for ideas. Our school promotes a Spring Festival each year.

I am writing of last year's experience now, so that in case you would want to sponsor a similar event, you could start making plans for it at the beginning of the school year.

When the principal of our school asked me to be chairman of the faculty committee for the school carnival, my heart sank. I didn't think I had the courage to ask the students for another penny or another gram of effort. Our youngsters had gone over the top investing in bonds and stamps during each war loan drive. They had contributed liberally to Junior Red Cross and War Chest. They had gone all out for the old clothes drive, and the paper drive, and the drive to collect furnishings for the hospitality hut for service men in their community. They had mailed Christmas boxes to service men overseas. At the moment, they were busily engaged in working on game kits, writing boards, joke books, afghans, ash trays, etc., as Red Cross projects for Army and Navy camps and hospitals.

Took Like Wild Fire

As soon as the Carnival was announced, however, my worries were at an end. The idea took hold like wildfire. The date was set for March 31, 1944, from 6 to 10 p.m. Each conference group signed up for an event. Some rooms took as many as 4 concessions. We had such projects as, the Hitler-Tokio Kid Ball Game, penny pitch, food stands, raffles, fish pond, puppet theater, spook show, bowling alley, variety show, bingo, various skill games, dancing, one-act play, and a boxing match. Each conference group was responsible for the construction and decoration of its own booth, and each one tried to surpass the other.

The faculty committee subdivided into a ticket committee, a publicity and poster committee, a booth-construction and lighting committee, a request and location committee, and a clean-up committee. We de-

cided to have 5- and 10-cent tickets sold the night of the carnival at booths at various locations on the grounds. Each concession could require as many tickets as it thought it merited, but no money was to be exchanged at the concession. There were no general admission tickets.

For publicity, each concession had a time assigned for advertising over the school public-address system which reaches every classroom. This meant that the students themselves were reminded of the carnival every school day during the month of March. A "pixie" dressed in such a way that he would be hard to recognize was introduced to every room once a week, and at the end of the week a prize was given to guess his identity.

Posters and Parades

Posters advertising the Carnival and the various concessions were put in the halls and the classrooms of the school buildings and in the local stores. The afternoon of March 31, sponsors of each concession organized a costume parade and proceeded on a line of march through the business and residential districts around the school. First, second and third prizes were awarded for the best entries.

The most successful publicity stunt and also the biggest money-raiser was the King and Queen contest. A petition with the signatures of 50 students was required to make an entry. After a name was entered, every penny gathered counted twenty votes. Contestants solicited money not only from their teachers and fellow classmates but also from the merchants and residents of the community. Several hundred dollars were raised in this way. During the carnival, the winning contestants were crowned at an impressive ceremony in the auditorium.

MANY factors contributed to the success of the carnival, but the most important one was the purpose for which it was held. Several of our students wouldn't have enough money to buy student-body cards, and so our school does without them, because we want to be truly democratic. Without limitations, every student in school has the right to vote and the right to participate in any school activity.

Toward the end of each school year, the students themselves stage the Spring Festival to raise money for the student-body activities the following year. This year the carnival netted a profit to the school of over \$800. This event takes a great deal

of work and responsibility, but it gives the youngsters the same pride of possession in their school that their parents have in their homes.

The name of the school is Bell Gardens Junior High; principal, Keith Wood; vice-principal, Florence Vander Horck.

* * *

TEACHERS: Informative pamphlets on Proposition 9 left in your car or at home do no pleading for the Better Schools Act! Your personal work—house-to-house canvassing—is the only way to make the Better Schools Act secure for California on Election Day.

Build the Future WITH BOOKS

FOR MANY YEARS both the J. B. Lippincott Company and the Frederick A. Stokes Company have served the schools and libraries throughout the country with library and text books. Now, with the combining of these two companies, we are more prepared than ever to fill your needs. Our list is long, varied and of exceptionally high quality. It covers all grades from pre-school to college; it comprises books of appeal to advanced as well as slow readers.

The lack of space will not permit listing of our hundreds of titles here, but we suggest that you send for our complete, graded descriptive catalogs. They will be sent FREE upon request. Use the handy coupon below to indicate those you desire. Sign and mail it today.

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Name

School

City State

HEALTH AND RECREATION

CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

*Lucille H. Verhulst, Director of Physical Education for Women, Whittier College;
President of the Association*

PHYSICAL fitness continues to be a challenge to the membership of California Association for Health, Physical Education and Recreation and to all individuals who are directly or indirectly responsible for the educational experiences of boys and girls.

We have not yet won the war but we have pledged ourselves to that task, and we have no doubt of ultimate victory. We must continue to help boys and girls develop the physical stamina, the moral integrity and the emotional stability to march on to victory and to serve as citizens in creating a global peace.

As we study the national picture we may take pride in California's forward march on the fronts of health education, physical education and recreation. We have worked for and achieved State legislation which places objectives in these areas in a foremost position in our school program. We have given financial aid, time allotment, careful thought to the certification of personnel, and continuous study to the development of adequate programs in these areas. Let us be cautious lest we rest on these laurels. It is the responsibility of the administrator of the school to assure that with these forward steps we produce outcomes in the lives of boys and girls of today which justify our history.

In these critical times, when the Armed Services require men and women specifically trained in our field for services away from the school front, the selection of properly qualified teachers to carry on physical fitness programs is vitally important. In-service training courses to better qualify each teacher for his assumption of responsibility in the health education area are needed and the provision of facilities, equipment, adequate teaching loads and effective

programming are necessary if we would better achieve a physical fitness for all. The use of the school plant must be made available to the citizens for recreative pursuits to increase the citizen's war effort efficiency.

With the administrator in our schools accepting the challenge, the individual teacher must be willing to do his part. Our heritage which has given us program and methods must be evaluated in terms of the present and the future needs, and we must preserve only those practices which assure us the achievement of our objectives.

Are we willing to measure our teaching for health by a measuring rod which sets daily practice in the lives of boys and girls as our goal?

Are We Ready?

Are we ready to recognize the individual differences of pupils and plan our health and physical education curricula to meet these individual needs? Can we eliminate rationalization for results in measurable outcomes of physical stamina?

With irreplaceable equipment shortages, can we create new means to our end?

Can we be courageous — discarding comfortable, convenient practices for new methods and techniques as objective measurement shows us our weaknesses?

California Association for Health, Physical Education and Recreation represents the members sufficiently professionally-minded to see a goal derived from cooperative effort which extends beyond that of their local school program. Membership is open to all and active professional participation is possible through the local units functioning throughout the State. We speak of broadening horizons to catch the global concept created by this world conflict. Can we hope to be worthy leaders if we fail to grow professionally by accepting the responsibility and membership in State, district, and national associations?

The State association has undertaken projects for the year and invites the thinking and planning of all its members that these projects may be successful. The Post-war Planning Committee, established during the term of office of David Snyder, goes forward under direction of Howard Bell, Emerson Junior High School, Los Angeles.

The sub-committees on Health, Physical Education and Recreation will continue their study of the problems of postwar building, program, legislation, finance, objectives, and methods.

TWO new committees have been appointed this year. One will study the advisability and means of increasing the revenue by which the State Association may conduct its regular business. A greatly expanded program of service might be given to each member through an increase in membership dues to \$2 per year. The other committee will study the advisability of establishing a State honor award for meritorious professional service patterned after the national award made each year by American Association for Health, Physical Education and Recreation.

Dr. John Goffin, vice-president for Health, represented the State Association at the Health Education Workshop sponsored by the State Department of Education assisted by the State Department of Public Health. Assisted by funds from W. K. Kellogg Foundation, this Community Health Education Project serves the schools and communities of the 7 counties in San Joaquin Valley. Sixty-five teachers, school administrators, health officers and nurses met for two weeks at Huntington Lake in August to develop the program which will function to produce healthier citizens. The approach of this group to an increased emphasis on health education might be watched by all of us for inspiration and concrete suggestions in improving our present programs.

A continued emphasis upon health education is being made during the fall months through a series of meetings to hear Dr. Arthur H. Steinhaus, chief of the division of health education and physical fitness of United States Office of Education. Watch for the announcement of the date upon which Dr. Steinhaus will be in your community.

The regular standing committee of the Association: membership chairman, Marian Humphries; professional advancement chairman, Dr. Eleanor Metheny; publications chairman, Ethel Tobin; public relations chairman, George Vestal; and legislative chairman, H. A. Applequist, are planning ways and means to better serve the local unit and section organizations.

May each of us grow as individuals so that our State Association may grow professionally!

* * *

Adults Tomorrow, text by Grace Thorne Allen, photography by Will Connell, a praiseworthy article in October 1944 issue of Woman's Home Companion, interestingly describes and portrays the outstanding job being done by high school students of Los Angeles city schools in helping to staff the nursery schools that care for children of war-working mothers.

Los Angeles schools can well be proud of the fine patriotic services of these young people.

We commend Woman's Home Companion upon publishing so significant an article.

TELL YOUR PUPILS

The Fascinating Story of New England's Traditional Baked Beans

Do you know the important part that genuine New England baked beans played in our country's early history? How Indians taught the starving Pilgrims to bake them? How they contributed to Colonial religious life? How and why they made New England famous? How they differ in their baking and better flavor from other, so-called baked beans?

All this is a fascinating tale. It is a tale told crisply, graphically, in a handsome, new illustrated booklet, "Story of New England's Traditional Baked Beans" now available for classroom use.

This story is as significantly American as that

of Plymouth Rock. It typifies the hard struggles of our Founding Fathers. Of sturdy Clipper Ship Mariners! Of Yankee frontier families who carved a nation out of hostile plains and prairies! And it does this in terms of the simple, hearty, wonderfully tasty food that provided these rugged venturers energy and stamina to sustain their undertakings.

But this story is not all history. Much of it is practical, present-day suggestion. It contains many delightful menus. It details what makes New England's baked beans today . . . still baked true to the generations-old recipe . . . so much more palatable, flavorful and appetizing than other kinds. And it describes how these baked beans are still baked traditionally, all day long, with lots of pork and spicy sauces, in brick ovens and open bean pots.

Doesn't all this sound interesting? If you agree, we will be glad to send you . . . as long as our supply lasts . . . as many copies of this booklet, free, as you can use to advantage.



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Gentlemen: Please send me without charge () copies of your handsome, instructive booklet, "Story of New England's Traditional Baked Beans." Also, () copies of your handy Classroom Quiz on the above subject.

Name

School

Grade No. Pupils in Class

City State

JUNIOR RED CROSS

AMERICAN JUNIOR RED CROSS OFFERS TRAINING

Earl K. Peckham, Director, American Junior Red Cross, Pacific Area

BECAUSE it is part of a permanent organization, Junior Red Cross is especially suited to aid in influencing the school program toward a long-term welfare program. At present, of course, as in every other organization, the major portion of Red Cross energies and facilities is converted to the war effort. But the services of American Red Cross, its training programs, its preparation for disaster, its drive toward better health and safety, and, ultimately, toward better citizenship, —do not cease when hostilities are over; they are continuous.

For the benefit of its volunteer members and as a contribution to general education of all Americans, the Red Cross has, throughout its period of existence, prepared various texts and designed courses on each of its Federation of Services. Many of these texts and courses are used in the schools as a part of Junior Red Cross. (A list of these texts appears at the end of this article.)

American Junior Red Cross recommends an incorporation of its vital courses into the school curriculum and the use of Red Cross manuals adapted for the classroom whenever such inclusion fits into the educational planning of both schools and school systems. The Red Cross Chapter or Branch in every community and Junior Red Cross sponsor in each member school stand ready to be of assistance in the greater coordination of general educational and specific Red Cross programs.

Red Cross officials believe that this is the year to offer the present Red Cross courses in existing school curricula, and participation in certain aspects of social welfare work. In this way a strong and meaningful preparation for the responsibilities of an intelligent adult as citizen is provided.

As a start toward a more closely integrated working relationship between the school and the Red Cross, directors of the organization suggest that all or part of the following courses be placed in the school

program for the spring term, 1945. For consideration of this problem of curriculum planning, a list of instructional material and recommended courses follows.

Red Cross Instructional Materials

Home Nursing — Red Cross Home Nursing, School Edition, Handbook for Use of Instructors and Administrators.

Staff Assistance — Staff Assistance Corps 416, Red Cross Organization and Services 416A.

Junior First Aid — American Red Cross First Aid Textbook, Instructor's Outline.

Standard First Aid — American Red Cross First Aid Textbook, Instructor's Outline.

Advanced First Aid — American Red Cross First Aid Textbook, Instructor's Outline.

Junior Accident Prevention — Instructor's Manual, AJRC Accident Prevention ARC 685.

Adult Home and Farm Accident Prevention — Instructor's Manual, Preventing Accidents ARC 1023, Check List (1479).

The above materials are for use in courses as follows:

Certified Red Cross Courses	Age Minimum	School Grades
School Course in Red Cross Home Nursing	14 years or grade 9	9-12
Red Cross Nutrition Courses for the Schools	14 years or grade 10	10-12
Canteen	17 years or grade 11	11-12
Staff Assistance	17 years or grade 11	11-12
Junior First Aid	12 years or grade 7	7-9
Standard First Aid	15 years or grade 10	10-12
Advanced First Aid	16 years or grade 11	11-12
Junior Accident Prevention	12 years or grade 7	7-9
Adult Home and Farm Accident Prevention	15 years or grade 10	10-12
Swimming: Beginner, Intermediate, Swimmer, Advanced	any age	7-12
Junior Life Saving	12 years or grade 7	7-12
Senior Life Saving	16 years or grade 11	11-12
Functional Swimming and Water Safety	17 years or grade 11	11-12

Courses To Be Ready Soon

Swimming — Beginner, Intermediate, Advanced — American Red Cross Swimming and Diving Textbook, Instructor's Manual.

Junior Life Saving — ARC Life Saving and Water Safety Textbook, Instructor's Manual.

Senior Life Saving — ARC Life Saving and Water Safety Textbook, Instructor's Manual.

Functional Swimming and Water Safety — ARC Life Saving and Water Safety Textbook, ARC Swimming and Diving Textbook, Instructor's Guide (ARC 1059).

Nutrition — Food and Nutrition, Instructor's Outline (Standard Nutrition Course).

Canteen — Instructor's Outline (A program in mass feeding) (786), Demonstration material for quantity cooking (1805 F), Special problem in emergency feeding (786 A), Outdoor Cooking (1805 F), Sanitation (1805 A), Excerpts from meals for Many (1805), Suggested Methods for Icing Foods and for Keeping Foods Hot (1804), A Plan for Simple Emergency Meals (1805 D), Suggestions on Feeding in a Disaster (944), Emergency Menus (1803). Each number is preceded ARC — as (ARC 786).

Dieticians' Aide Course — Unit I — Discussion and Demonstrations, 25 hours — (ARC 1806); Unit II — Supervised Practice Work in Hospital, 15 hours.

VISUAL AIDS For Classroom Projects

Social Science - Industrial Science - Science
**Blackhurst Book Sales
Inc.**

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Have a "Coke" = So glad you're back



... or offering a soldier the comforts of home

HOME! There's no place like it. And nobody knows it better than a fighting man back on furlough. Ice-cold Coca-Cola is one of the comforts of home everybody welcomes. That's why frosty bottles of "Coke" belong in your home refrigerator. At the words *Have a "Coke"*, refreshment joins the party to make it gayer, brighter. The good old American custom of *the pause that refreshes* is spreading in many lands around the globe,—has become a happy symbol of our friendly, refreshing home-ways.



"Coke" = Coca-Cola
It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

CALIFORNIA PAGEANT

CHORIC VERSE ACCOMPANIMENT FOR A PAGEANT DEPICTING PERIODS OF CALIFORNIA HISTORY

Ruth Keeney, Teacher, George Dewey Elementary School, San Diego

Indian Period

California Indians,
Sitting in the sun,
Eating acorn-mush and mussels,
Happy, everyone.
Houses made of branches,
Clothing made of skin,
Not a thing in all the world
Ever troubled them.

Early Explorers and Missions

Along the blue Pacific shore,
Brave, gallant Spaniards did explore,
Cabrillo, Cermaño, and brave Balboa,
Viscaino, and stalwart Portola.
Then, over desert sand and waste,
The Mission fathers came in haste,
To hold this land for Spanish King,
To teach the Indians to pray and sing —
To build, and plant —
Until this land
Blossomed under willing hand.

Spanish Occupancy

El Camino Real,
The King's Highway,
From Mission to Mission just one day.
Indian runner, on errand sent,
Mission father, tired and bent,
Sweet señoritas, in ox-drawn carts,
Bound for fiestas, in neighboring parts,
Brave caballeros, gayly ride on prancing
horses
By their side.

American Pioneers

Years rolled away,
Along Western trails
Came trappers, hunters,
Who, without fail,
Went home to tell of this fair land
Of valleys green and mountains grand.

In Spanish towns — at Sutter's Fort
They settled, worked with good report,
"Till came the cry,
"Gold!"

"It's found,
"Gold in these mountains, in this ground!"

That cry around the world was borne,
Came ships with thousands, around Cape
Horn,
To find that precious gold.

"Westward Ho!" the people cried,
"We'll go, we'll see,
"We'll there abide."

They came, that brave intrepid band,
O'er mountains vast and desert sand,
In covered wagons,
On horses rode,
They walked, endured the heavy load.
Braved Indians, hunger, storm and drought.
Nothing them could frighten out.

Golden Years

Great cities grew and flourished,
San Francisco — San Diego,
Great cities,
Great orchards,
Great vineyards,
Warmed by the sun,
Blessed with water
Stored in mountains
By man's mighty strength.
People
Brown and strong and healthy,
People
Wise and kind and happy,
Lived and prospered in this land.

War

Then, one bleak day
Came the dreary word,
"Pearl Harbor."
A moment, — then an answering shout
"We'll fight,
"We'll fight and put the foe to rout."
"Ships are needed,
"Planes are needed,
"Flat-tops, destroyers,
"Jeeps, and tanks, and submarines."

Over-night great factories builded,
Ship-yards grew where swamps had been.
Then the call,
"We need workers,
"There is work here — work for all."

On the North Dakota prairies
On the southern Texas shores,
In Wisconsin, Minnesota,

Arkansas, and Idaho,
Oklahoma,
Maine, New Hampshire,
Many of the nation's workers heard, —
Heard and started Westward,
Heard, and started on their way.

Welders, carpenters, and farmers,
Clerks, mechanics, house-wives too,
Young and old,
With friends and kinfolk,
In busses, trains and old jalopies,

In large cars of ancient fame,
In planes and trucks,
Some hitch-hiking,
Still the willing workers came.

From the north and south and eastward,
From the valleys, plains and hills,
All the workers marched together
Shouting, "We are coming."
Then another call, —
"We are here,
"We are here to work for Freedom,
"To win Freedom for us all."

* * *

Tom B. Blackwell

DR. Homer P. Rainey, president of University of Texas and chairman of the board of trustees of Allied Youth, with headquarters in Washington, D. C., announces appointment of Tom B. Blackwell as Field Secretary for Allied Youth, a national movement in alcohol education and alcohol-free recreation for high school and college students.

Mr. Blackwell is a native Texan, graduate of Texas Christian University, and the University of Texas. In May, 1943, he concluded several years as superintendent of schools in Texas at Lytle. During his tenure as a school superintendent, he served as vice-president of the Texas School Health Association. He is a member of Phi Delta Kappa, national education fraternity.

He comes to the Allied Youth organization from Kelly Field, Texas, where, for more than a year in addition to his duties as chief counselor for the civilian employees, he served as coordinator for all War Bond, War-Chest fund, and Red Cross Drives at the San Antonio Air Service Command, Army Air Forces.

Mr. Blackwell has been at national headquarters working with W. Roy Breg, Executive Secretary. After a period of training, he will return to Texas where he will devote several months to Field Service.

Allied Youth, along with other services, sponsors the organization of Posts among high school students for the purpose of studying the problems of beverage alcohol and of conducting for its members alcohol-free recreation.

KODACHROME SLIDES?? Yes, Sir!

AND, 500 to choose from, on Canada, Hawaii, and the U.S.A.,—Parks, cities, airplanes and ships, and more. "Fo-bits" aplece (fifty cents to you!). A postcard brings Catalog K-1 from KIME KOLOR PICTURES at 1823 East Morada Place, Altadena, California.

COMMUNITY AND SCHOOL

FACT SHEET ON COMMUNITY USE OF SCHOOLS: FROM OFFICE OF COMMUNITY WAR SERVICES

Sherwood Gates, Director of Recreation Division, Community War Services, Washington, D. C.

OVERCROWDING in war-boom towns has put a severe strain on all community resources, and at the same time has stepped up community activities to meet the problems of living and working together under wartime conditions.

Millions of workers and their families who migrated to war jobs needed—and still need—a social center to replace neighborhood ties left behind.

Millions who thought they were through with the classroom for good found themselves back in school for nutrition, first-aid and air-raid protection classes, and other war services.

Tensions created by high-pressure work, by family separations and by over-crowded living conditions increased the need for leisure-time activities and space to hold them.

Shortage of space is aggravated in the wintertime when programs for both children and adults must move indoors. It has been found that some sort of building to house community activities is needed for each 20,000 of the population.

Shortages of manpower and critical materials make new construction virtually impossible, for the duration.

How the Problem Is Being Met

In this emergency, the schoolhouse has been pressed into use, more and more, as a neighborhood and community center. For it became clear that schools as well as all other public buildings must be used to capacity; that, in a war situation, it is no more logical for a school plant than for a factory to operate on a part-time schedule.

Failure to use these buildings fully often results in children having no place for wholesome play, adults having no place to meet, and neighborhood life lacking a focal point.

Why Choose the School?

Recreation has, in fact, become an integral part of the modern school program. Usually, schools make ideal community or

neighborhood centers, and many school authorities have taken the lead in seeing to it that they serve these purposes. They are well-placed and accessible. They are often well-equipped, with gyms, auditoriums, libraries, shop and craft rooms and cafeterias. They are increasingly well-planned for recreation purposes.

— Even if materials and manpower were available for new construction, it might be uneconomical to put up a new community center where the school can serve that purpose.

1. Purposes for which schools may be used:

Adult recreation and education, and civic activities

- athletic activities in the gym and pool, and on the playground by daylight and floodlight.
- parties, games, pageants, dances, drama groups, concerts, community singing.
- arts and crafts in workshops.
- meetings, lectures, forums, debates and movies in the auditorium.
- small meetings in the lounges and conference rooms.
- classes in nutrition, first aid, public speaking, languages, photography, etc.
- war services: bond rallies, Red Cross, etc.
- art exhibits.
- preparation of community suppers in kitchen.
- library open for adult reading.

Youth Programs

- afternoon and evening activities for teenagers, many of those listed above.
- before- and after-school services for children of working mothers.
- summer recreation for children: sports and games on playground, rainy-day activities, arts, handcrafts, and rest periods in schoolhouse.
- day camping.
- picnics and nature study.
- victory gardening.
- pet shows.

2. Types of school buildings available

A few schools were specifically designed for dual use, such as the:

- Schoolhouse-community center in the housing project in Greenhills, near Cincinnati, Ohio.

Attendance lists here include:

755 daytime students.

378 enrollees of adult classes one to five nights a week.

90 adults who use the gym three nights a week.

1,100 members of organizations which have

access to the building two to five nights a week and Sunday mornings.

School and community building at Vallejo, California:

a demountable, prefabricated structure which serves the 1,692 families of the adjacent housing project, and cares for 1,000 children in its 24 classrooms.

Buildings that were not specifically designed can be adapted

— In Milwaukee, Wisconsin, 28 schools are open from 3:45 to 5:30 p.m. for children, and from then until ten at night for adult programs that include baseball, volleyball, swimming, golf instruction and boxing. Classes range from foreign languages to bridge, sewing, woodwork, chorus and drama groups, and Red Cross activities.

— Portland, Oregon, meets the needs of its large war worker population by keeping its schools open 6 days a week. Extra activities for children continue every afternoon until 5 p.m., and from 8:30 p.m. until 10 in the evening, the schools offer programs for adults. Saturday night dances are held. The Municipal Athletic Association, Light Opera Association, and Children's Theater all operate within the framework of the Public School Municipal Recreation Department.

3. Techniques for using schools as part-time community centers

The final authority over the school rests, of course, with the Board of Education which is responsible for maintenance and use. However, wider use of the school may be promoted by organized groups and interested individuals working with the Board of Education. In approaching the problem, the first step is to survey the uses to which the school can be put, as well as the extent to which it is needed by the neighborhood or community. Use of schools may be regulated by:

— The Board of Education, or

— The Municipal Recreation Department (by agreement with the School Board), or by either of these in conjunction with an advisory committee composed of representatives of interested groups in the community. Groups and organizations seeking use of school facilities would do well to have the School Board represented on their program committees.

Whether acting alone, or in conjunction with an advisory committee, the School Board will have to consider problems such as:

— Time schedules. Authorities designated by the School Board will decide what hours the school should be available for community use and for what purposes it can legitimately be used.

— Expenses, to cover cost of janitor service and utilities, wear on plant and equipment, and additional personnel when needed. A school or city budget may provide funds for such expenses, or they may be borne by the organizations which use the school.

a. Rental fee is sometimes charged when an organization charges its members.

b. In many places the charges are fixed by school regulation and are the same for all groups, regardless of whether they make a charge or not.



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Miss Becky Sanford, post librarian, says it's "the most beautiful army library in the country." All equipment, and furniture in Early American maple, lends itself to the traditional atmosphere of the Point. This attractive and comfortable setting is another outstanding example of Gaylords' unqualified good taste in planning and equipping libraries.

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AN ALL-OUT EFFORT BY EVERY INDIVIDUAL TEACHER IS NEEDED TO ASSURE THE SUCCESSFUL ADOPTION OF PROPOSITION 9. ARE YOU DOING YOUR FULL SHARE?

IT'S YOUR JOB!

* * *

Educational Policies

THREE important new publications of Educational Policies Commission are:

1. A Program for the Education of Returning Veterans is a digest of main points of Public Law 346, popularly known as G.I. Bill of Rights, as it applies to the education of veterans. It presents a program for State and city school systems, colleges and universities, whereby they may study the responsibilities which this law has placed upon them and move promptly to meet the challenge it offers to the ingenuity and flexibility of American education; 40 pages, 10c.

2. Education for All American Youth. The programs of education described in this volume are not intended to be blueprints for local school systems, but are samples of the many different possible solutions to the problem of meeting the needs of all American youth for educational service; 400 pages, \$1.

Let's Look at Education and the People's Peace; a series of 40 cartoons. A program for education to help win and keep the peace; Step 1. Develop an Informed Public Opinion. Step 2. Create A United Nations Organization for Educational and Cultural Reconstruction. Step 3. Establish a Permanent International Agency for Education. 28 pages, 10c.

Address Educational Policies Commission, 1201 Sixteenth Street NW, Washington 6, D.C.

* * *

Charles Herrington, district superintendent of Gridley elementary schools for the past 7 years and who before that time had served successfully in other school positions in Butte County, has resigned and accepted a position as manager of Onstott's Ranches in Butte and Sutter Counties.

Mr. Herrington was Vice-President of CTA Northern Section, and one of the active Association workers in Northern California.

Clarence Nedom, formerly principal of McKinley School, Gridley, but who for the past year has been superintendent of Live Oak school district, succeeds Mr. Herrington at Gridley.

A Quiz for School Teachers

(See election results on November 7 for correct answers)

1. Have you earnestly solicited the votes of your family and friends for Proposition 9?
2. Have you told your neighbors what the Better Schools Act means to their children?
3. Have you convinced the people with whom you trade that Proposition 9 is vital to the community?

4. Have you given the facts on the educational crisis and the cure to your fellow church-members?

5. How about your lodge and club associates?

6. Do you hand out informative literature every day and campaign for Proposition 9 in every spare moment?

YOUR CORRECT ANSWERS TO THESE QUESTIONS WILL MEAN THE SUCCESS OF THE BETTER SCHOOLS ACT ON NOVEMBER 7.

Extra Light From Shades

Do you know that you are losing a great deal of valuable light if your lamp shades are not white or very light-colored? Dark colors soak up light like a sponge. White, or very light colors, "shed" light, increasing the amount sometimes as much as 50 percent! Don't let dark shades steal the light you pay for.

Try these three simple tricks for extra light from shades:

1. **Use White-Lined Shades** — white shades in silk, cloth or parchment need not be expensive. You can even make them yourself.
2. **Use a Wide Shade.** A "flaring" type of shade which is wide enough at the bottom to throw off a wide circle of light will give you as much as 70 percent more light than a straight, narrow shade.
3. **Keep Shade Reflector Bowl and Lamp Clean.** Dust and dirt "steal" light. If you keep your shade dusted and have a regular soap and water washing schedule for your lamp and reflector bowl, you can secure up to 50 percent more light.

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Please send me your free booklet, "How to Get More Light for Your Money."

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In Memoriam**California School People Recently Deceased**

Mrs. Clyffice N. Galvin, teacher of many years of devoted service, recently passed away at Pleasanton, Alameda County.

In Watsonville, July 18, George K. Bingham, aged 83 years. In the late eighties he taught in Tehama and Glenn counties. Early in the period he became vice-principal of Red Bluff schools, under O. E. Graves. When Graves was elected county superintendent, Bingham became principal. In 1902 he went to Modesto schools and J. D. Sweeney took charge of Red Bluff. Later Mr. Bingham engaged in mercantile business in Hughson. When the First World War broke, he returned to teaching in Santa Cruz county and other points, finally taking over the Laguna Beach schools for a dozen years, retiring a few years ago to make his home in Santa Cruz until recently when he moved to Watsonville.

Miss Martha R. Cooney, for many years a third grade teacher in Bayview Elementary School, Santa Cruz, passed away recently. She will be long remembered for her excellent work. During her entire teaching experience she was a loyal member of California Teachers Association.

* * *

Girl Scouting and the Schools is an attractive 8-page illustrated booklet issued by Girl Scouts, 155 East 44th Street, New York City 17. Mrs. Majl Ewing of Pacific Palisades and Mrs. Charles Kendrick of San Francisco are California members of the National Board of Directors. Mrs. Franklin D. Roosevelt is Honorary President.

EDUCATIONAL * * *

TESTS

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YOURS . . . for the Asking

A list of Classroom Helps Available from Advertisers in Sierra Educational News

THERE is gold in those ads. It can be mined with pen and ink and a penny postal. The advertisers in this magazine offer booklets and charts that add new color and interest to many of the projects undertaken during the school year. The consistent reader of our advertisers has a well-stocked file of supplementary material, obtained either free or for a small charge.

11. A Merchant Marine Map of the United States and of the World is a beautiful decoration for any wall. It depicts the natural resources of countries, together with trade routes. Specially planned for 5th grade and up, but available to any teacher. (Westinghouse)

12. Scholarship by Westinghouse describes the scholarship awards totaling more than \$40,000 for students whose aptitude or achievements in science or engineering is very high.

A new film Scientists for Tomorrow is an inspirational film on the Science Talent Search. Should be seen by every high school boy and girl and by their teachers. Available in 16 or 35 mm sizes for free loan, except for transportation. (Westinghouse)

13. Good Grooming Stunts. Scripts are available for both boys and girls. Will make excellent club or class programs for high school or college students.

14. One American Industry's achievements which have made notable contributions to winning the war are illustrated in a series of advertisements which make a valuable addition for units on Transportation. The advertiser will send reprints. (General Motors)

15. Railroads at Work, a 67-page picture-book, very helpful to social science classes, is one of several splendid publications. (Association of American Railroads)

If you do not choose to clip the coupons from your magazines, check the coupons below, enclosing 3c postage for each item desired, plus any charge made by the advertiser.

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Please have sent to me the items checked.
3 cents postage enclosed for each item:

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CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association for 1945

Make special mention in November issue that Piedmont Schools in Alameda County are 100% in CTA for the calendar year 1945. They are our first 100% schools in the Bay Section. This is their 25th consecutive year in having 100% membership in CTA. Harry Jones is superintendent. — E. G. Gridley, Bay Secretary.

Shasta County Elementary Schools — Anderson, Bass, Bella Vista, Bush Bar, Buckeye, Campton, Castle Rock, Churntown, Clear Creek, Cloverdale, Columbia, Cove, Delta, Enterpose, Fall River, Fall River Mills, Flat Creek, Fort Crook, Gas Point, Hat Creek, Igo, Inwood, Island, Junction, Lincoln, Lindsay, Lone Tree, McArthur, Middle Fork, Mill Creek, Mistletoe, Mountain, Mountain Grove, Mount Burney, Olinda, Ono, Pacheco, Pacific, Parkville, Phillips, Pineland, Pittville, Rockland, Round Mountain, Sacramento River, Sierra, Shasta, South Fork, Sweet Brier, Central Valley, Union, Office of County Superintendent of Schools.

Placer County — E. V. Cain, district superintendent, Auburn Union Elementary School, reports a 100% district in enrollment in CTA for 1944-45. He also reports that a number of other schools of Placer County enrolled 100% in CTA membership during the recent week of the teachers Workshop in Auburn.

* * *

A Saipan Hero

Mrs. Esther W. Baker, Teacher, Roosevelt School, San Gabriel, Los Angeles County

TEACHER, do you remember Little Johnny Green?

His desk was never tidy,
His face was never clean.

Remember you were worried
How he'd turn out as a man?
Now he is a hero
Of the fighting on Saipan.

He is often muddy
From his heels up to his head,
While fighting in the jungle,
With a fox-hole for a bed.

And the boy who made you nervous
Has won now for his part
A Medal for Distinguished Service,
And the Purple Heart.

* * *

Teachers — How many voters have you talked with this week about Proposition 9, and what it means to Education in California?



THE WORLD IS LOOKING TO YOUNG ENGINEERS . . .

Opportunities were never brighter for engineers. Immediately ahead of us lie new and ever-expanding opportunities for every type of engineering. All the world is looking to young engineers for trained help in putting into effect the vast plans industry has for the future.

We stand ready to help young men who are seniors in high school to make engineering their career.

Ten George Westinghouse Engineering Scholarships are offered each year at Carnegie Institute of Technology in Pittsburgh.

These scholarships normally cover a full engineering course plus the equivalent of two years of practical experience in Westinghouse plants.

However, under the wartime accelerated schedules, students attend Carnegie Tech in the summer time as well as during the regular school year. Work assignments at Westinghouse plants are temporarily suspended. Individual scholarship payments amount to \$1850.

Final selections are based on applicant's general ability, engineering aptitude and qualities of leadership.

Scholarship winners are under no obligation to work for Westinghouse after graduation, nor does Westinghouse make any promise to employ them.

Applications must be received by February 1, 1945. Send for full particulars now.

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Please send me application forms, and full information about the George Westinghouse Engineering Scholarships at Carnegie Institute of Technology.

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Urgent Request for Help for U. S. Navy

Firsthand Knowledge and Photographs of Pacific Islands Are Sought

PERSONS having photographs or firsthand knowledge of certain western, southwestern and Asiatic Pacific islands and territories are urgently sought by the United States Navy.

To obtain all available outstanding information for use in planning future operations, the Navy needs material relative to the Japanese mainland, Japanese mandated and other islands (including Korea, Formosa and the Kuriles), Manchuria, Philippines, Occupied China, Netherlands East Indies, Indo-China, Thailand, Malaya and Burma.

The photographs need not be technically perfect, since valuable information sometimes may be obtained even from imperfect pictures.

Those possessing such photographs, or having knowledge of anyone owning them, are urged to contact the Navy office at 210 West 7th Street, Los Angeles; phone TUCKER 1351; or at 717 Market Street, San Francisco; phone SUTTER 4500.

Naval authorities also desire to interview former travellers or residents of these Asiatic areas.

Analysis of ground-level shots adds immeasurably to data gleaned from aerial photographs made under operational or combat conditions. In particular, shoreline photographs aid planners of landings on hostile areas in determining exactly the best zones for invasion, and in estimating the requirements for operations preliminary to the invasion itself.

"Photographs may save lives," it was stated.

Twelfth Naval District
Office of Public Relations
Room 301, 83 McAllister Street
San Francisco 2

James Bassett, Jr.
Lieutenant Commander USNR
Public Relations Officer

Business Teachers

THE 48th annual convention of National Business Teachers Association will be held at Hotel Sherman, Chicago, December 27-29, under leadership of President J. Evan Armstrong, of Armstrong College, Berkeley.

American Association of Commercial Colleges and National Association of Accredited Commercial Schools plan to start their meetings on Wednesday morning, December 27. Other professional Business Education groups so desiring are invited to arrange for special meetings during the convention.

* * *

Elementary Education

SELECTED and Annotated Bibliography in Elementary Education, a pamphlet of 60 pages, is issued by California State Department of Education.

It admirably meets the needs of teachers in training and in service, principals, supervisors, and administrators. The items have been classified in sections to make materials easily accessible to college classes in education, curriculum committees, and laymen interested in certain aspects of the educational program.

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Castles of the Mind

Elva Horsman, Visalia

1UR minds are the castles we live in,
Thought-building them tier by tier;
Filled with beauty and charm therein,
Or like dungeons, gloomy and drear.

We can make them of strong foundation,
With pillars of faith, truth and love,
That regardless of rank or of station,
Will give light, as the Heavens above.

We may fill them with hatred and greed,
The termites foretelling our doom,
For the ideas on which we now feed,
Build into our castles a room.

Like small drops that make up the ocean,
So thoughts harbored day by day,
Will formulate life's magic potion
And our future clearly foresay.

For the freedom of choice is our own
To build dungeons or castles divine;
And materials of mind we enthrone,
Will our permanent structure design!

* * *

Southern Changes

Additional Changes in School Administrative Positions in Southern California

*Carl A. Bowman, Director of Placement,
CTA Southern Section, Los Angeles*

Los Angeles County

Dr. Harry Smallenburg, research director for Burbank city schools, has taken up his duties as director of research and guidance in Los Angeles County schools office.

Dr. Lyle Tussing has been elected director of research for Burbank city schools.

Ramsay L. Harris has been employed as director of visual-audio education in Burbank city schools.

Virginia H. Moses has been elected supervisor of business and commercial work in Pomona high school and junior college.

Orange County

James L. Kent, principal, Irvine school district, has been elected superintendent of Garden Grove elementary schools.

D. Russell Parks, principal, Fullerton schools, has been employed as principal of Irvine school district.

Lois D. Hosford, supervisor, Ventura

County office, has been elected principal in Fullerton elementary schools.

Riverside County

Charles F. Frazier, formerly a superintendent in Nebraska, has been elected high school principal in Corona.

San Bernardino County

Paul Rogers, principal, Colton elementary schools, is now superintendent of the Colton elementary school system, succeeding the late Mr. John Waldron.

Charles Park has been elected to a principalship in Colton elementary schools.

Ventura County

Ruby C. Craft is now a principal and supervisor in Ventura elementary schools.

A. E. Southworth has taken an administrative position in Santa Paula elementary district.

San Diego County

Lloyd S. Van Winkle has been elected to a principalship and director of the child care center in Chula Vista.

Mary U. Egan was chosen principal of a Coronado elementary school.

Olive L. Thompson has been elected elementary supervisor in San Diego County office.

Miscellaneous

Georgia Davis, formerly supervisor in charge of kindergarten and elementary training in Whittier College department of education, has been elected supervisor and director of curriculum for Stanislaus County schools.

Helen Juneman is now principal of the kindergarten and elementary school in Shafter, Kern County.

Mrs. Letha Brock, formerly principal in La Verne, is now principal of Intermediate School, Shafter, Kern County.

A helpful discovery for you straight from our fighters

A teaching job, like the one our men in the battle areas have, means a long, steady pull which demands pretty smooth-going nerves. That's why, after you are home from school and need to relax or have papers to mark, reading or studying to do you might care to see if chewing Gum might not ease down some tension for you as it seems to do for our combat men.

In all branches of our Armed Forces, our boys have made this personal discovery about chewing Gum as being a real on-duty necessity—saying it kind of makes a job go off less hard and helps a person get through certain tedious, tense and trying moments with less nerve wear-and-tear.

We don't claim that chewing Gum will prove useful and helpful to you, too. But we do say here's a handy, little first hand discovery straight from the front, which might be worth your trying some day. Some day when wholesome, refreshing Doublemint is again available.

● Just now, our entire limited output of this popular, real-mint, best quality Gum is serving our men overseas, helping them fight battle nerves and relieve nervous tension. But some day soon, we hope, Doublemint will be once more in your home store and at your service.



*Teaching our children
is also war work*

THINGS CHINESE

Beryl Langley, Teacher, Wilson Elementary School, El Centro, Imperial County

THIS is an account of how one teacher forestalled any lack of interest in studying on the part of her children during the last hot month of the Spring term.

The last four weeks of school out on the Colorado desert of Southern California are liable to be broiling hot. Having gone through the schools on that very desert myself, I knew just how the children were going to feel about studying! Sympathetically, I planned a unit for my seventh grade Social Science classes which would be interesting, pertinent to the present day affairs of the world and one which would not keep them glued to their seats.

As I looked over the myriad of topics available as teaching material in the field of Social Science I was vividly impressed by the role China was playing in the present world conflict. China, the weakest and the least understood of all nations, holds the key to peace in the Pacific, the peace for which untold numbers of our boys have given their lives to uphold!

We know that preserving the peace of tomorrow will be up to the children in the classrooms of today; preserving that peace will depend upon mutual understandings as well as cooperation among the nations involved. I chose China to be the subject of our study in order to begin building that background of understanding which will help our men and women of the future to maintain the peace for which we are now giving our lives.

Objectives

There were no textbooks that dealt with the subject just as I wanted it done so I sat myself down, set up by objectives and wrote my own textbook. The office staff prepared 40 copies for me on the duplicator. The book was by no means a complete treatise on the subject of the Chinese people, but it did give us a good starting

point for study. The following were the objectives:

General

1. To give the student a strong foundation of knowledge and respect for China.
2. To create within the student an appreciation for China's contribution to man's social heritage.
3. To further the student's understanding of global relationships for citizenship in our twentieth-century democracy.

Specific

1. To teach the student the most important names, places and areas on a map of China.
2. To teach the student how geography has influenced the ways of living of the Chinese.
3. To teach the children that great differences exist among the Chinese both in physical and mental characteristics.
4. To give the student an understanding of some of the customs of China, ancient and modern.
5. To teach the student how modern China is trying to raise her standard of living.
6. To acquaint the student with some important figures in China's history, ancient and modern.
7. To teach the student something of China's language, religion and music.
8. To give the students an appreciation of the democratic nature of the Chinese.

Materials

The textbook I called *Things Chinese*; it had a Chinese red cover and was divided into 4 chapters. One chapter for each hot week left in the school year! Pupil objectives were outlined in the form of discussion and completion questions at the beginning and end of each chapter. Appreciations and understandings were to be, in part, built around the facts gained through each child being able to answer or discuss those questions intelligently.

Following the philosophy that 90% of what we remember is what we see, I prepared a series of pictures for the bulletin-boards. They were in sets to be changed twice a week. Many of them paralleled the text, emphasizing points brought out there; others added new material for class discussion, such as architecture and painting. They were mounted on construction paper matings in the lovely Chinese colors. Each set had its title done in lettering suggesting the Chinese written characters. The pictures helped to develop an appreciation for the charming beauty to be found in the everyday life of the Chinese.

At the back of the room was a small, high display table which I had borrowed from one of the department-stores down

town. On that I put samples of Chinese workmanship which I had collected. They were displayed a few at a time on soft China silks. They served about the same purpose as the bulletin boards but they proved far more intriguing to the children because they had actually been made by the Chinese themselves! It wasn't long before our room had gained the name of "Little Chinatown"; the children brought anything and everything to school that had a made-in-China stamp on it. Some were beautiful, some were ugly but we displayed them all. Articles were brought made of embroidered silk, romantic jade and beautifully-wrought porcelain.

The reading-table was under the windows. We had all types of literature which were available and within the children's reading abilities. There were popular fairy tales, ancient Chinese legends, Chinese adventure stories, newspaper and pamphlets printed by United China Relief organization and a few articles clipped from *Reader's Digest*. Though each child didn't read them all, he was made conscious of the fact that much was being written about China which he could get and read for himself when he wanted to.

Procedure

As each class came in the first day the unit was presented, I played a recording of some Chinese classical music and had incense burning in the back of the room. The children came into the room at their usual half-trot only to stop dead in their tracks, listen a second to the weird music then make a slow, wide-eyed tour of the room. One little girl, thrilled clear to her toes, said, "Oh, we really are going to study China, aren't we, Miss Langley!"

Each day as the study progressed new words in the text, as well as Chinese names and place names, were put on the black board, as a whole and in syllables. They were pronounced over and over again and their meanings explained. They added color and zest to our classroom conversations. At the end of our review lesson the children walked about the room to investigate the new displays and to talk them over among themselves. When they were seated again we talked together about what they had seen. This discussion was followed by silent and oral reading from the text. Constantly we related the things they had seen in the room to their reading.

I Read to Them

The last 10 or 15 minutes of the hour every day I read Chinese legends to them. The charming, fantastic stories, centuries old, crystallized the customs, philosophies

and imaginations of the Chinese in the hearts and minds of my boys and girls.

THROUGHOUT the unit I felt that the children were thoroughly interested. They had not been glued to their seats and they had practically forgotten that it was hot! Toward the end of the last week of our study some of my fellow teachers paid us a visit. The children were invited to tell their guests anything whatever they wanted to about their study of China. As I listened I felt doubly rewarded; the children had developed a friendly, tolerant attitude toward the Chinese from the knowledges and understandings I had worked toward. Let us hope that that attitude will carry through to the time when those youngsters are helping to preserve the peace of the future.

* * *

Highway Safety

Safety in Driving Taught in Alameda County High Schools

BELIEVING that highway accidents now and in the post-war period can be greatly reduced by teaching high school students approaching legal driving age the fundamentals of safe driving, a course of instruction in highway safety and courtesy is offered in all Alameda County rural high schools this year, according to Vaughn D. Seidel, county superintendent of schools.

Each junior student in the Hayward, Centerville, Emeryville, Pleasanton, and Livermore High Schools receive 20 hours of instruction as outlined by the Driving Institute held at University of California during this last summer. Topics to be studied include physical and mental qualifications of a driver, automobile operation and maintenance, the fundamentals of driving, the art of skillful driving, and highway rules. Instruction in each of the schools will be directed by C. R. Adams, coordinator of safety education in the county superintendent's office.

Principals O. B. Paulsen, J. V. Goold, Otis Wilson, V. B. Johnson, and Vernon Stoltz of the high schools, Capt. Louis Elke of California State Highway Patrol, and William Moore and Paul Jackson of California State Automobile Association are cooperating with the county superintendent's office to insure the success of this first county coordinated program of driver education in California.

The latest visual instructional aids and mechanical testing-devices are utilized in the class. Over 500 high school students receive the benefits of safe driving instruction this year in Alameda County high schools, and it is expected to become a permanent part of the curriculum in the future.

What
about
**PERSONAL
LOANS**
in war-
time?

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WISELY**

THE regulations governing installment sales and loans to individuals are intended to encourage saving and the payment of debts, and to discourage unnecessary borrowing and spending.

However, there are times when individuals *need* to borrow to meet unforeseen expenses. In such cases American Trust Company aims to make bank credit available on a sound, constructive basis.

Now, as always, our counsel is to "borrow wisely."

1. Borrow only for worthwhile purposes.
2. Know in advance exactly what your loan will cost you, and pay no more for it than is necessary.
3. Except in cases of extreme emergency, borrow no more than you can repay with reasonable ease and without interrupting your purchase of War Bonds and your life insurance program.

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COLLEGIATE EDUCATION

Heber A. Sotzin, Ph.D., Director, Division of Industrial Arts, San Jose State College

THE present war has again focused attention and intensified the scrutiny of our educational institutions. One of which is the American college together with its curricula and the quality of its graduates. The purpose of a college education is to train students to think reflectively, wisely, and judiciously. College curricula fall into two major groupings:

a. a generalized academic course and

b. a specialized course, usually on a semi-professional, pre-professional, or professional level. This division has raised a controversy that has extended over a period of many years.

The dispute centers around two distinct groups of people:

1. those who insist that the colleges should offer only a liberal arts program as cultural training, in which no thought is given to the earning of a livelihood and

2. those who desire a training program which consists of an admixture of academic and professionalized subject-matter content that leads the student to remunerative employment.

Liberal Arts Training

Liberal arts or academic training had its inception with the rise of Christianity and comprised the important studies in the prominent monastic schools of the Middle Ages. Originally the expression "The Seven Liberal Arts" was employed as learning in those days was grouped around seven subjects. These seven subjects were divided into two groups, a. The Trivium: 1. Grammar, 2. Rhetoric, 3. Logic; and b. The Quadrivium: 4. Arithmetic, 5. Geometry, 6. Astronomy, and 7. Music.

The advanced studies beyond these subjects were Metaphysics and Theology. The latter was the only professional study during the Dark Ages and for many years thereafter.

Each era in the world's history seems to make certain demands upon

its schools and stresses certain particulars. For example, when Greece was at its height the highest expression of learning and culture was embodied in the philosopher; in the days of the Roman Empire in the orator; in the Middle Ages the theologian; and, today, since we are living in a social order which has become highly mechanized and industrialized, it is natural that science and technology, and the affairs associated with them should receive more consideration than subjects which held the lime-light in previous eras.

It should be obvious, therefore, to lay people and teachers alike, but especially to the latter, that realism rather than tradition, custom, rigidity, or sentiment should prevail in the planning and organization of college curricula.

Again two schools of thought are found to have developed in our institutions of higher learning. The publicly tax-supported colleges and universities are very much concerned with public need, demand, and cooperation. The idea has been growing steadily that public educational institutions of higher learning should be a reflection of the prevailing social order and its problems, the spirit of the times, and the needs, real or imaginary, of its constituents.

This democratic concept of higher education is not acceptable to many of our private and heavily endowed colleges and universities, as is indicated by the statement of a dean, of one of America's oldest and best endowed universities, who says:

"Only the faculties in our schools, colleges, and universities have the necessary knowledge, wisdom, and disinterestedness to plan an education which will be at all levels of great and general service to the country. Neither government nor industry is to be trusted in education. They would inevitably seek their own purposes. Moreover they would impose their own mass methods. Industry would make our children robots and tenders of machines. The gov-

ernment would put our institutions into the hands of political-minded professors of education and educational bureaucrats, and that would reduce higher education to a mediocrity which it has not yet reached in America. We should have then no standard-bearers left, and no hope of better things."

Many faculty members in our public colleges will not agree with this point of view; neither will certain prominent lay people, who are vitally interested in what the colleges teach. The two viewpoints do exist, and must be recognized. But the opinion expressed for the private college need not be taken too seriously, as both public and private colleges do make changes and concessions when the public demand is of sufficient magnitude. The current war emergency educational program is a fitting example.

Freedom of the Mind

As previously stated the term "Liberal Arts" dates back to the Middle Ages. The word liberal is derived from the Latin word *liber* meaning "free." As employed in education it has a broad connotation. It implies freedom from ignorance, superstition, prejudice, and arrogance. Knowledge or subject-matter content, alone, is no guarantee for making an individual free, broadminded, willing to espouse good causes, or cultured. Knowledge for the sake of knowledge is worthless and meaningless. Knowledge to be effective must be a means to an end, rather than an end in itself. In other words, it must be functional to be effective and of such a nature, that the experiences it affords will have a salutary effect upon subsequent conduct and daily living.

The courses contained in a liberal arts college curriculum are usually English, literature, languages, sciences, philosophy, psychology, music, and the fine arts. The zealous proponents of these subjects are very emphatic that collegiate training of this type has inherent disciplinary values which are superior to those offered by college programs which are more specific in content and have a so-called "bread

and butter value" and serve as definite training for earning a living.

Vocational-Professional Training

The opposite of the liberal arts curriculum which trains one "to live," is the vocational program, which trains one "to earn a living." Vocational training on a collegiate level is specific occupational training in a socially recognized semi-profession or profession which trains one to earn a livelihood. The former may be illustrated by such occupations as nursing, accountancy, and certain types of salesmanship; while the latter is characterized by such professions as law, medicine, and engineering.

It is stupid to become arbitrary and opinionated on either side of this educational controversy (academic vs. vocational) as both are needed and possess qualities required by everyone who considers himself educated and equipped for professional life. In my opinion, college students should pursue programs which afford opportunities to acquire a basic liberal education, in addition to specialized knowledge and skills, thereby giving some assurance that graduates will not become narrow specialists; lacking an appreciation and respect for the cultural aspects of life.

In this respect the function of the college is well characterized by Chapman and Counts, when they say "... the College must make the individual capable of being something more than a specialist in his particular chosen field; it must liberate him from the narrow confines of his particular occupation and show him the wider obligations and fields of service which are open to him who is socially minded, as well as professionally minded." * This statement has merit in time of war as well as in peace time — probably greater merit.

Conclusion

A conference attended by 500 college deans and presidents in November 1942 resulted in an unwillingness on the part of this group to assert to

* Chapman and Counts, *Principles of Education*, pages 488-489.

the military authorities that the presumed values of a liberal arts education would result in superior fighters. Consequently, liberal arts education has been largely divorced from the war effort. This suspension should afford an opportunity for an examination and appraisal by the liberal arts authorities with a view of improvement for the future, which probably would not be very feasible during peace times.

Another distinction between liberal and vocational education, which many zealots in each camp overlook, is the difference between education and training. The intent of the liberal arts is to train "for the whole of life," while vocational education trains for a specific, and, too frequently, a very narrow specialization. President Donald B. Tresidder of Stanford University says:

"A true educational process . . . requires time for reflection, integration, and synthesis by both professors and students. It does not take long to learn one thing for one reason, but it takes time to understand how many other things are related to it and how much can be done with it . . . we are in a world in which new things to be learned pile up faster than people can learn them."

THE belief is held by the writer that all college students regardless of social, economic, and employment status, should be urged to pursue a program of liberal studies based upon language and literature, natural science, philosophy, psychology, mathematics, and fine and industrial arts prior to the selection of a particular occupational field of specialization. Furthermore, I contend that Liberal and Vocational Education are not antagonistic, but that they complement each other by being parts of an educational whole, whose purpose is effective and functional living.

Lastly, I believe that an educated person is an individual who is capable of earning a livelihood in a socially recognized occupation; and through broad training and contacts with many fields of human knowledge and endeavor, past and present, possesses

knowledge and power to analyze, generalize, and become a discriminating person; that he possesses imagination, sympathy, understanding and tolerance; that he is a person of integrity and high ideals; and finally, that an educated person is one who thinks well, speaks well, and writes well. These are qualities derived largely by education, training, and experience in many fields of learning and occupational pursuits.

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SCHOOL CLUB PROGRAM

ALHAMBRA CITY HIGH SCHOOL CLUB PROGRAM

A. Ewing Konold, Boys Vice Principal, Alhambra City High School

CAN a club program be an aid in furthering student growth in school government? Can it supplement the program of teaching and guidance?

Many weaknesses can creep into a school club program and unless brought under control, can destroy many of the advantages of a club program in the modern secondary school. Some of these are: 1. Many students seem to belong to at least a half-dozen clubs and become a valuable member in none. 2. Many students are left out of the club program entirely and lose a valuable part of the educational training that is derived from this source of co-curricular activity. 3. Advisors and student interest are too often not directed and encouraged toward a participating function in the over all school program. 4. Clubs have difficulty securing a regular time and place of meeting that will not interfere with other club meetings or school activities.

Unless care is taken, a club program may become an end in itself and no responsibility will be felt toward making a contribution to or becoming a part of the over-all school program. Often there is no faculty-student integration and planning to see that each club program actually becomes a contributing factor to the entire school program. Too often club programs do not use the leadership material available to its capacity.

Proper Organization

The above are a few of the problems that are often evident in a club program, and unless most or all of these are eliminated the value of the program may be greatly weakened or lost entirely. When properly organized to supplement the entire school program of activities, and so built as to contribute to the school program, the clubs may make contributions to the instructional program of the

school and development of student leadership material that might otherwise go undeveloped.

There is greater opportunity for student participation and use of latent student leadership in a properly constructed club program than there is in any other one phase of co-curricular activity. How then can such a program be organized within a school to achieve a majority of these contributions that are offered by a functioning club program?

38 Clubs

Outlined below is the club program as set up and now operating at Alhambra High School where 38 clubs are organized under 3 general divisions with 3 purposes in mind:

1. To assist in the social development of students by providing opportunities for service, and for the exploration of various interests.
2. To develop democratically the qualities of good leadership and good fellowship in student initiated and administered activity.
3. To establish the criteria that the achievement of each club will be measured by its contributions to its members, to the school, and to the community.

A faculty committee, known as the Activities Advisory Council, with a student representative, was appointed to oversee, direct and encourage all school clubs and functions that would affect the club life of the students. This Council was to coordinate the activities program of the school, to cooperate with club officers and to increase opportunities for all clubs to render effective school service, to enable all students who so desire to become affiliated in suitable organizations.

In Alhambra High School this faculty committee of six was composed of Helen Kemper (oral expression department), Kathleen Strickland (English department), Walter Zick (mechanic arts department), Milton Wilbur (social science department),

Mrs. Irene Fry (art department), and James Kemp (boys physical education department).

From this committee, subcommittees were appointed to work out various organizational and functional phases of the program. A statement of principles for club organization was prepared.

I. The essential factor in planning a club is that it possess a principle which is psychologically, educationally, or socially desirable.

A. Criteria of educational desirability is conformity with an accepted set of educational aims (Cardinal objectives or educational policies commission).

B. Criteria of psychological desirability is conformity with the principles of adolescent psychology.

C. Criteria of social desirability is conformity with the best accepted principles of democratic social conduct, and that it serve a useful purpose in preparation of the individual for social participation outside of school.

II. Classification of aims and objectives.

A. Single functions.

1. Performance of administrative duties needed in the conduct of the school.

2. Performance of a service that results in an extension of the educational program.

3. Contribution of service in the development of social and civic ideals of conduct for both individuals and the school at large.

B. Child developmental functions.

1. Satisfy the natural gregarious inclinations of children.

2. Provide opportunity for the development of leadership and "followership" ability.

3. Serve as an outlet for constructive impulses.

4. Provide a means of sublimation of unsocial tendencies.

5. Provide opportunity for exploration of interests as an aid in guidance.

The aims and objectives of Alhambra High School Club Program were established as:

I. The club program should encourage participation of all students in activities that:

A. Assist in the social development of the student.

B. Extend the educational facilities of the school.

C. Promote more democracy among students and between faculty and students.

II. The program of each club should be so planned and conducted that:

A. It have a definite purpose and reason for existence.

B. Each member will derive a beneficial result from his participation.

C. The club render a service for the school community.

D. Each club provide exploratory experi-

ence for its members that is helpful in guidance.

AFTER establishing the statement of purposes, principles, and the aims and objectives of the program, the committee then prepared a manual to be used by all club advisors. This manual explained the rules and regulations of the school as they would affect a club program. Typical items included such regulations as requirements of organization for a school club; club charters and constitutions; sponsors, finances; club membership; classification of clubs and meetings.

Also, the committee prepared and had mimeographed a model constitution as an aid to proper organization. A brief outline of rules of order, to be used by club officers in conducting their meetings, was also mimeographed. Each club was then required to submit a constitution outlining the purposes of the club, membership fees, officers, membership requirements, etc.

The committee then discussed the value that each club might have in the over all club program and in some cases changes were suggested in one or several of their purposes, organizations, etc. When the constitution was accepted, the club was given a charter, printed on parchment and framed and presented at one of the club meetings by the student commissioner of clubs.

This student commissioner of clubs was one of the executive officers of the student body cabinet and a voting member of the Activities Advisory Committee. It was also the responsibility of this Commissioner to control, regulate, stimulate and act in an advisory capacity wherever needed in the furthering of the school club program.

Organizing the clubs into non-conflicting groups was the next task of the committee. It was decided that three main groups would be made:

A. Service Clubs: A service club is an organization having for its principal function the performance of a job that contributes to the administrative efficiency of the school. (The administrators may help by suggesting activities and services and give recognition for club contributions.)

B. Academic Clubs: A club organized for the discussion of general interest in any subject or subject field offered in the high school curriculum. (Work with departments for special events and services to the departments—art clubs, science, Spanish, etc.)

C. Hobby and Vocational Clubs: A club primarily concerned with the development of specialized interests of individuals and of guidance value in the exploration of possible vocational choices. (Dance clubs, athletic organizations, aeronautic, secretarial clubs, etc.)

This grouping led to the three divisions becoming known as the A, B, C, Clubs.

Membership on the part of the students was limited to one club in each group.

Meeting dates were set so that the A clubs met on the first week of each month, B clubs in the second week, C clubs in the third week and the fourth week was left for class meetings and meetings of the scholarship society. Another rule suggested was that any faculty member could be advisor of not more than one club. (This was made as a protection to the faculty members to see that they were not loaded with too heavy a co-curricular program.)

Under the three group interest of club organization it was possible to call together the presidents of any group of clubs as an advisory group on any school problem. If the problem was of larger scope all club presidents could be called together by the student commissioner as a president's council. The same fields of specialized interest groups within the school were available to the administration from the group of faculty advisors who could act in an advisory capacity and help in adjusting co-curricular difficulties that might arise.

It was recommended by the Activities Advisory Committee that the freshmen (b9) have a separate club program of social orientation and that they not be allowed to join any of the clubs until their sophomore year. This was recommended on the basis of immaturity of most freshmen and it also

allowed them an opportunity to orient themselves to their new program in high school before choosing membership in any club. At the same time this plan provided a program in which they could more actively participate in school affairs while becoming adjusted to the high school program.

THIS program has been in operation for 3 years. Over this period of time the interest in the club program has increased and the membership grown. The clubs have become a real help in the school program and in many instances materially help in the instructional program.

Over 1500 of the 2200 students actively participate on a voluntary basis in the club program and many phases of the school program have been taken over by the clubs.

Decorating for dances, publishing the English department anthology, printing and selling football programs, flag-raising ceremony each morning before school, special assemblies, clean campus program, care of school trophies (inventory and polishing), young people's liaison group to PTA (help serve at PTA teas, etc.), and sponsoring an intra-mural athletic program are just a few of the present activities engaged in by the clubs.

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COMING

November 1-3 — Inyo County annual teachers institute. Lone Pine.

November 4 — CTA Central Section; semi-annual meeting. Hotel Californian, Fresno.

November 3, 4 — Modoc County annual teachers institute. Alturas.

November 5-11 — American Education Week; national observance.

November 7 — General Election, U.S.A. Vote Yes on Proposition 9, Increased State Aid for the Elementary Schools.

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November 8 — Yolo County teachers institute. Woodland.

November 8-10 — Sonoma County annual teachers institute. Santa Rosa.

November 9, 10 — Madera County annual teachers institute. Madera High School.

November 11 — Armistice Day of the First World War.

November 11 — Western College Association; fall meeting. Stanford University. Professor Charles T. Fitts, Pomona College, Claremont, is secretary-treasurer.

November 12-18 — Childrens Book Week; national observance.

November 14 — Los Angeles County School Trustees Association; quarterly meeting. Rosslyn Hotel, Los Angeles.

November 18 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 20-22 — Monterey County annual teachers institute. Salinas.

November 20, 21, 24 — Sacramento County annual teachers institute. Sacramento.

November 20-22 — Fresno County and City annual teachers institute. Fresno High School.

November 23 — Thanksgiving Day.

November 23-25 — National Council for the Social Studies; 24th annual meeting. Cleveland, Ohio.

November 27, 28 — Napa County annual teachers institute. Napa Union High School.

November 27-29 — Santa Clara County annual teachers institute. San Jose.

November 27-29 — Alameda County annual teachers institute. Bret Harte Elementary School, Hayward.

November 27-29 — Butte County annual teachers institute. Chico.

December 8, 9 — CTA State Council of Education State Committee Meetings and Board of Directors Meetings. Biltmore Hotel, Los Angeles.

December 15 — Bill of Rights Day; national observance.

December 27-29 — National Business Teachers Association; 48th annual convention. Hotel Sherman, Chicago.

January 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

March 10 — CTA Southern Section regular meeting. Biltmore Hotel, Los Angeles.

March 20 — Los Angeles County School Trustees Association; regular meeting. Rosslyn Hotel, Los Angeles.

May 5 — Los Angeles County School Trustees Association; annual meeting. Rosslyn Hotel, Los Angeles.

May 12 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

May 24, 25 — California Congress of Parents and Teachers; annual convention of the First District. Los Angeles.

* * *

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